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THE CENTRAL STATES SPEECH JOURNAL

MARCH, 1950

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CENTRAL STATES SPEECH ASSOCIATION

THE CENTRAL STATES SPEECH JOURNAL

THE CENTRAL STATES SPEECH ASSOCIATION

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PRELIMINARY PROGRAM ANNOUNCEMENT
OF THE
C.S.S.A-O.A.C.T.S. CONFERENCE

PRESIDENT PAUL MOORE

When a manufacturer is proud of a well established product and then wishes to introduce a companion item, the new is often given as a premium with the purchase of the old. An examination of the preliminary program announcement on the following pages will show the standard product, a stimulating series of general and sectional meetings covering practically all the areas of speech, plus that extra package, a work-conference.

Some teachers of speech devote all their time to one area. The majority, however, teach in two or more divisions. Many attend the C.S.S.A. conferences to enlarge their knowledge in a particular subject; others like to observe the advances in a number of areas. Some like to participate actively; others like to listen. Whatever your speech needs and interests may be, you should find satisfaction in the 1950 program.

An extra word should be said about the new, extra product, the work-conference. Many organizations have recently used the procedures of the work-conference with remarkable success. This is the first time that it has been introduced in an annual speech meeting. It will fit smoothly into the total program and will be organized around four general topics: (1) the high school speech program; (2) the college communication course; (3) the place of general semantics in speech; and (4) leadership in group methods. The article by John Keltner, "Thinking Together in a Work-Conference," elsewhere in this issue deserves careful reading.

The aim of the 1950 conference is to provide useful materials and experiences for teachers in the central states area. It is to be a *practical* conference. The mid-century meeting will provide an appropriate opportunity to evaluate what has been done, to consider critically the present status of speech, and to plan constructively for the future. Participation will provide a memorable experience.

The 1950 conference to be held at the Deshler-Wallick Hotel, Columbus, Ohio, April 14 and 15 promises to be a most practical and stimulating meeting. Plan now to be there.

The Central States Speech Journal

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CENTRAL STATES SPEECH ASSOCIATION MID-CENTURY CONFERENCE

DESHLER-WALLICK HOTEL, COLUMBUS, OHIO, APRIL 14 AND 15

In Joint Session with

The Ohio Association of College Teachers of Speech

Brief preview announcement of the items which will make the coming meeting one of the most stimulating, instructional and pleasant in C.S.S.A. history.

Special Features:

The Ohio Association of College Teachers of Speech, which is the host association, extends a warm welcome and invites Central States Speech Association members to plan their trips so they can attend "Open House" at one or more of the following schools before or after the conference: University of Akron, Akron; Bowling Green State University, Bowling Green; Capital University; Columbus; Defiance University, Defiance; Denison University, Granville; Kent State University, Kent; Miami University, Oxford; Muskingum College, New Concord; Ohio University, Athens; Ohio Wesleyan University, Delaware; Wilberforce University, Wilberforce.

Coffee hour to "Meet a Chief." All speech department chairmen in the Central States area have been invited to be present at the *Coffee Hour* so that students and others may meet them for informal conversation.

Friday evening entertainment: An arena production of Maxwell Anderson's *Joan of Lorraine,* in the Grand Ballroom of the conference hotel; directed by D. C. EYSSEN of the Department of Speech, Ohio Wesleyan University.

Short course: *Speech Problems of the Brain Injured Child.* Instructor: MARTIN F. PALMER, Director of the Institute of Logo-

pedics, Wichita, with the collaboration DR. WINTHROP M. PHELPS, internationally known authority on cerebral palsy. Persons desiring to do so may acquire the equivalent of one semester-hour credit toward membership credentials in the American Speech and Hearing Association upon completion of the course.

An expanded program: For the first time a type of program organization will be used in which the customary series of sectional meetings will be paralleled by a series of work-conference seminars.

Highlights of General Sessions:

Keynote address: *Fusion or Fission,* CLARENCE T. SIMON, Northwestern University.

Brief addresses by HORACE RAHSKOPF, University of Washington, President, Speech Association of America; WENDELL JOHNSON, State University of Iowa, President, American Speech and Hearing Association; and BARNARD HEWITT, University of Illinois, representing the American Educational Theatre Association.

Demonstration-explanation of a work-conference, JOHN KELTNER; University of Oklahoma, and work-conference staff.

Report of *The Status of Speech at the Mid-Century,* Presiding, G. E. DENSMORE, University of Michigan.

Panel discussion on *The Promotion of Speech in the High School,* under the chairmanship of ELDEN T. SMITH, Bowling Green State University, President, Ohio Association of College Teachers of Speech.

Sectional Meetings:

The sectional program areas and their chairmen suggest both the scope and the excellence of the material which will be presented:

Graduate Possibilities in the Field of Oral Interpretation, LIONEL CROCKER, Denison University.

Speech Science, JOHN IRWIN, University of Minnesota.

New Quarters for Speech Departments, KENNETH G. HANCE, Northwestern University.

Debate and Discussion, A. CRAIG BAIRD, State University of Iowa.

Radio in the Liberal Arts Curriculum, PAUL B. RICKARD, Wayne University.

Voice and Diction, CHARLOTTE WELLS, University of Missouri.

Organization of State Speech Associations and Conventions, PAUL CARMACK, Ohio State University.

Teaching Aids for Speech, CLAIR R. TETTEMER, Michigan State College.

Speech Therapy, HENRY M. MOSER, Ohio State University.

Ways and Means of Teaching Listening, RALPH NICHOLS, University of Minnesota.

The Theatre, ROBERT A. JOHNSTON, Wright Junior College.

Television Demonstration, HARRISON B. SUMMERS, Ohio State University, and EDWARD H. BRONSON, Station Director of WBNS-TV.

Audiology, JACQUELINE KEASTER, State University of Iowa.

Children's Dramatics, WINIFRED WARD, Northwestern University.

Rhetoric, KARL WALLACE, University of Illinois.

The Work-Conference:

During the time when the regular sectional programs are in progress there will be work-conference seminars meeting to work out problems related to *Group Methods and Leadership; Problems in High School Speech; Semantics in Speech;* and *The Communications Course.*

On the day preceding the official convention the service teams will devote the entire day to intensive training sessions.

Those who wish to participate in the work-conference may indicate that fact at the time of registration. However, all those who can do so are urged to pre-register by writing to JOHN KELTNER, University of Oklahoma, Norman, Oklahoma.

Luncheons:

Alumni luncheons have been scheduled for Friday, April 14. Specific information will be announced in the final program.

The Conference Luncheon will be held on Saturday, April 15.

Displays:

All members are urged to visit the attractive displays of publishers, manufacturers, schools, and organizations.

Exhibitors at the Annual Convention:

Dryden Press, Inc., 386 Fourth Avenue, New York 16, New York.

Franklin County Society for Crippled Children, Inc., 600 E. Town St., Columbus 15, Ohio.

Harper and Brothers, Publishers, 49 East 33rd Street, New York 16, New York.

The King Company, 4609 North Clark Street, Chicago 40, Illinois.

McGraw-Hill Book Company, Inc., 330 W. 42nd St., New York 18, New York.

Macmillan Company, Sixty-Fifth Avenue, New York 11, New York.

Maico Company, Inc., 21 North Third Street, Minneapolis, Minnesota.

National Society for Crippled Children and Adults, Inc., 11 South La Salle St., Chicago 3, Illinois.

Ohio Society for Crippled Children, 5 West Broad Street, Columbus, Ohio.

Ohio State University, Columbus, Ohio.

Oxford University Press, Inc., 114 Fifth Avenue, New York 11, New York.

Precision Hearing Aids, 5157 West Grand Ave., Chicago 39, Illinois.

Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, New York.

Rinehart and Company, Inc., 232 Madison Avenue, New York 16, New York.

Toledo Speech Clinic, 2008 Scottwood Ave., Toledo, Ohio.

Jay L. Warren, Inc., 5 North Wabash Avenue, Chicago 2, Illinois.

THINKING TOGETHER IN A WORK CONFERENCE

A Report of the Plans for the Work Conference Section of Our Mid-Century Meeting

John Keltner

The *important people* at our conference will be *the delegates.* The objectives and plans for this conference concentrate upon the needs and interests of our members and our colleagues. Those needs and interests that will be stressed will be those selected *by the delegates.* The purpose of this report is to outline the program in general, to prepare us for the experience of working together in the discussion groups, and to indicate the status of the planning for the Work Conference part of our total conference.

Some Premises or Hypothesis

In order to fully understand the purposes and nature of the conference plan let's examine several of the assumptions or hypotheses on which this program is to be based.

1. *As a profession, we need to work together in defining our problems and working toward effective solutions of these problems.* For most of our professional life we are pinned down to our local situation. We rarely have a chance to sit face-to-face with our professional colleagues and thresh out common problems and issues. True, at each convention of the association we have a chance to listen to a selected few report their problems and activities. Following these reports and papers, however, we have had very little chance to explore our problems carefully. Yet as time goes on the problems facing our profession as a whole are becoming greater and more numerous. Somewhere along the way we need to get together for a problem-solving meeting.

2. *Active participation of every one who attends a conference will produce better total professional growth than non-participation or "go to be told" experiences.* If we are to advance professionally and personally in the field of speech we need to

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JOHN KELTNER *is Assistant Professor of Speech at the University of Oklahoma.*

share in the responsibility for "telling" and "thinking" about the problems facing us. We need also to develop more professional unity and direction in attacking those problems. Active participation of every person in the work-conference program will enable us to understand each other better and to find greater professional unity and growth.

3. *Better actual learning can be attained through active participation in face-to-face deliberations on our professional problems.* One of the main objectives we have in attending the conference of the association is to learn something that we can put into use when we return home. It has been shown in several research studies that greater learning can occur when we engage in face-to-face discussion of the problems involved.

4. *All of us have something to contribute to the understanding and solution of the problems in our profession.* In the first place our own experiences are "facts" that may be important in the understanding of the problems under consideration. Secondly, we all have at least a medium skill in thinking and problem-solving. It seems, therefore, that we have a responsibility to give to the profession some of the information and thinking that we have at our command. It follows also that *ALL* of us have something to say. We, therefore, have attempted to construct a conference situation where all of us can actively contribute.

5. *Topics are helpful but real problems should be the center of our attention.* One of the major criteria on which we have established this conference plan is that the whole idea should center on the PROBLEMS of the respective areas. There are several reasons for this. General "topics" are too broad to handle in the time that we have. We will need to limit the general topic areas to PROBLEMS existing in these areas. This is an important assumption. It implies that we should not approach the conference as just an opportunity to exchange information alone, but that we should tackle some of the critical problems in the respective areas and move as far as possible toward some solutions to these problems. Each work-group of the work-conference, therefore, will need to search carefully to locate the most critical issues and to build them into the agenda for specific consideration.

Objectives of the Conference

In light of the above assumptions and in order to provide ourselves with a basis of evaluation we have set up the following objectives for the work-conference.

1. To explore some of the problems in selected fields.

2. To work out plans, as well as proposals to the association, for development of speech programs in the selected fields.

3. To exchange ideas and information with each other in relation to our problems.

4. To develop skills and understanding of the use of conference discussion technique in solving problems facing our profession.

The Design of the Work-Conference

A. General Schedule of Events.

1. *Orientation Meeting*: Following the opening general session of the association on the first day, the work-conference division will hold its first general meeting. At this meeting the methods and procedures of the conference will be reviewed and demonstrated; special announcements and assignments will be made; and a general forum discussion aimed at clarifying purposes and method will be held.

2. *Group Meetings*: In the afternoon of the first day the area work-groups will hold separate meetings in assigned rooms. (There are now four area groups organized into which anyone in the association may go: Training in Leadership and Group Methods; College Communications Programs; The High School Speech Program; and Semantics in the Speech Program.) These meetings will run throughout the afternoon as long as the groups wish to carry on their deliberations.

3. *Mid-Conference Review*: A combined meeting of all the groups is being *tentatively* planned for an early evening hour of the first day. The purpose of this meeting is to hear reports from the several groups that are working on problems and to consider ways of improving our work in light of what we have accomplished up to that time. This meeting is tentative because we

want to leave it open to the decision of the participants in the conference if we feel a need for intercommunication and mid-conference evaluation and *re-planning.*

4. *Group Meetings*: The first part of the morning of the second day will be turned over to continuation of the group meetings of the previous day. In these meetings each group is expected to prepare a report to be presented to the association on the result of its deliberations and on the recommendations that it wishes to make for further study and action.

5. *Final General Meeting*: This meeting will occur shortly before the noon meeting of the entire association. Reports from each of the group meetings will be presented and a general evaluation and analysis of the conference will be made by all participants in the work-conference.

B. Group Divisions.

As reported above we have found sufficient interest to organize four groups. Each of these groups will locate and attack the problems in its particular area. The agenda for each group will be decided upon finally when the group meets for the first time. In the meantime, however, every pre-registrant will be given an opportunity to suggest agenda problems and a tentative agenda will be drawn up from these suggestions. This tentative agenda will be presented to each group by a staff "service team" and the leaders of that group. At the time of this writing we have only a few agenda suggestions. We submit them here, however, as suggestive of the kind of problems that *may* arise in the particular work-groups.

1. *Leadership and Group Methods.*

How do we train effective leaders?

What are the vital factors in group leadership?

How does a group build effective problem-solving procedures?

How can we make g r o u p discussion and conference methods efficient agents of group decision?

How can group methods and leadership be taught in the speech program?

2. *Speech in the High School.*

   How can we develop a productive speech program in the high school curriculum?

   How can we integrate the extra-curricular activities into effective training programs?

   What methods of handling the fundamentals course in speech are most valuable at the high school level?

   How can we interest and gain the cooperation of administrators in speech programs in the high school curriculum?

3. *Semantics in Speech Study.*

   What is the status of semantics as an area of speech?

   What are the objectives of the speech program in semantics?

   What methods of research and teaching are most functional in semantics.

   What areas in semantics are most functional in the speech program?

   What is the place of graduate study and research in semantics?

4. *Communications Programs in Colleges.*

   What should be the objectives of a communications program in a college?

   What kind of a curricular program can be developed that will fit the objectives of the communications program in the college?

   What are the points of contact and integration with the total college program?

   How can we prepare and find personnel to administer and develop the communications programs?

C. Service Teams: Purpose and Preparation.

One of the vital responsibilities in planning this kind of conference is providing personnel to assist in the work-group meetings. To meet that need we have organized what are called service teams for each of the work-group areas. Each service team is comprised of the following personnel: a leader or co-leaders; a group process observer; a recorder; a councillor; an evaluator; and a planner. These people will be working as a team to assist each group in making as much progress as is possible within the limited amount of time. The particular function of each member is summarized below.

1. *Team Responsibilities.*

a. *Discussion Leader.* The function of the leader includes such matters as helping the group select and define the problems to be considered; helping the group to get all points of view out in the open for a hearing and fair consideration; clarifying and summarizing the progress of the group; calling attention to the group's method of operation and with the help of the observer assisting the group to improve its procedure; and to help the group work informally and cooperatively toward productive goals.

b. *Group Process Observer.* As a member of the group the observer looks at and records the techniques and procedures that the group is using in its deliberations. He is concerned with helping the group to look at its procedure so that it may be improved. He looks at such things as participation, leadership operation, group unity, methods of dealing with conflicts, points at which progress became blocked, etc. He reports his findings to the group at several possible times according to the needs of his group: when asked by the leader, when asked by some member of the group, at the closing part of the meeting during which time the group as a whole tries to evaluate itself and to develop methods of improving its procedure.

c. *Recorder.* The recorder is in reality the secretary for the group. His job is to record the main points and ideas presented as the group carries on its deliberations. He reports back

to the group at any time it wishes a review of the content covered. He is also responsible for preparing summary reports of the deliberations and decisions of the group to be distributed to the whole conference and to be included in a final summary report of the work of the conference to be published in brochure or journal form.

d. *Councillor.* The councillor is in a sense a host or hostess. He or she will help everyone get acquainted and adjusted to each other.

e. *Evaluator.* As an integral part of the conference we expect to have a careful evaluation and assessment of the strengths and weaknesses of the whole procedure. Each group will have an evaluator who will ask each member in his group for opinions and suggestions as to the strengths and weaknesses of the program and procedure. This person will be a member of a conference evaluation committee that will prepare recommendations for future conferences and also an analysis of this one.

f. *Planner.* The planner's work is mostly in pre-conference preparation. He is the one who will handle the pre-registration in his group. He will help select the basic service teams for his group and will provide special materials to the members of the group before we arrive at the conference. His job is to set the stage for a profitable discussion experience.

2. *Team Preparation.*

All of the service teams will meet on the day previous to the opening of the conference to undergo "refresher" training and review for their particular jobs. During that training day each member of each team will have an opportunity to work with the other members of his team in planning the work for his group. He will also work with the team members of the other groups who are doing jobs similar to his.

It should be made very clear that this training day is NOT A CLOSED AFFAIR. *Anyone* who is interested in getting better acquainted with the method and nature of these training periods will be welcome in all of the "refresher" sessions. It is hoped that a large number of the people who will take part in the sev-

eral work-groups will attend the training sessions as well as the regular conference program. These training sessions will last for a whole day and will have a scheduled program.

D. Intercommunication.

One of the major problems of a conference of this kind is that members of a given group will be also interested in what is going on in another group. We are, therefore, planning a system of intercommunication that will keep each group informed of what the other groups are doing. Progress reports of each group session will be given at the close of the first day and again at the final session of the whole conference on the last day. In addition we are planning to have the recorders, the observers, and the evaluators prepare special reports of their group work for publication. Thus, no one will feel that he is missing anything by staying with his group throughout the conference. We are most anxious that members stay with their respective groups for the whole time if at all possible.

E. Special Resources.

Several of the group planners may plan to have special materials and information for the members of his group. These will be made available before and during the conference. In addition, the work-groups may wish to plan for special demonstrations or reports from persons who have some vital information pertinent to their problems. These special resources will be prepared in advance by the planner in correspondence with the members of his service team and the people who have registered in that particular work group.

Limitations and Danger Spots

We want to make clear also that there are many points at which our plans may break down. This happens in the best of conferences. We have, therefore, tried to identify some of the danger spots in a conference of this kind. We think it important to note them here and to suggest that *everyone involved in the conference should feel some responsibility for avoiding these pitfalls.*

1. *Quality production does not necessarily follow from merely bringing people together to discuss.* We need to make some effort to see that our methods of discussion are such that we can move effectively through goals, fact finding, solution proposing, and decision with as much care and precision as possible. Many people have the idea that just talking about a problem automatically solves it. We are convinced that this is an illusion. We need to approach the problems in each work group with some determination *to do something about it.*

2. *The limited amount of time available for this work conference prevents complete consideration of all the vital issues.* It is quite obvious that within the short span of time available for work-group meetings we must not expect to solve all the ills of the profession. On the other hand if we fully recognize the limitations of time it is hoped that we can refine our techniques and set agendas that are reasonable. We hope, too, that the feeling of "jobs still to be done" will persist at the end of the conference as stimulation to further and more concentrated efforts at dealing with these problems in our professional meetings.

3. *Expectancies for the conference may not be the same as the actuality.* This may be due to several things. In the first place we often have no idea of the structure or method of the work-conference procedure and are thus quite unprepared when we arrive. Our purpose in presenting this report is to prepare everyone to some degree to understand the general procedure of the conference.

Another source of confusion comes from a misunderstanding of the job that the service teams are trying to perform. We wish to make clear at the outset that the service teams are trying to *help* their groups work efficiently. Insofar as they are able to do this we may consider them as fulfilling their purpose. They are not, however, supposed to dominate or monopolize the discussion or impose procedures upon it that inhibit progress. THE RESPONSIBILITY RESTS WITH EVERY MEMBER IN EACH GROUP TO USE THE SERVICE TEAM TO THE BEST ADVANTAGE. We too often find, because of lack of understanding of the service team function, that considerable resistance and rejection of the service roles occurs. This, in the light of other conferences, is usually the result of unwillingness to subject ourselves to careful observation and

analysis. We think we can avoid this in the speech profession because our own "esprit de corps" is probably higher than any other group. Such a feeling at the very beginning is vital to the success of any work conference. We will not be "play-acting" in our conference. We want it to be productive, practical, and valuable. When we run across methods and techniques that are not valuable we hope to eliminate or improve them. We might look at the whole conference as sort of an experiment in developing our own techniques of working together.

We often find that people coming to a conference of this sort have a misconception of their personal participation and responsibility. It should be clear by this time that EVERY person coming to the conference has a full responsibility for participating and aiding his group in moving forward to practical and meaningful experiences and solutions. This whole conference idea is based on mutual cooperation and interaction aimed at the solution of our problems. We may not find precise solutions, but we hope to start down the road in that direction.

4. *It is hard to develop group unity and coherent thinking when many of the group members are transients.* This is perhaps one of the most difficult problems we have. At a convention of this sort everyone likes to get around and sample the various activities that are available. This tradition can be appreciated. It can be easily seen, however, that as a group tries to think through a problem it needs as many people as possible there throughout the WHOLE TIME. Quite often a group has made excellent progress only to be stopped when a new member finds it hard to grasp and understand what has gone before. In order to meet this problem we have instituted the "councillor" or host who will help participants get "caught up" on what has gone before and help them to get involved in the group. The major burden of the problem, however, will have to be carried by the good-will of the participants.

5. *Groups may be resistant to efforts to help them improve their procedures.* It has been found in other conferences similar to this one that groups often are unwilling to look at themselves in an attempt to improve their procedures. We have planned this type of program so that groups may look at their methods of

working together in order to get better results. In this respect we feel that it is wise for every group to spend some time in "looking at", and testing its methods of operation so that subsequent deliberation can be more effective. None of us should feel that we know enough of the techniques and methods of procedure so that we cannot get some value from investigating them. It is hoped that this "self-analysis" will not become so fascinating a practice that we will spend all of our time looking at ourselves. On the other hand we hope that each group will use its observer as a special resource to assist the group in productive progress.

We do have some concern with method. If we can come out of this conference with a clearer conception of a method and a procedure or procedures that enable us to engage in more effective group decision-making we will have accomplished one of our basic purposes.

Conclusion

This really isn't a conclusion. *It's a beginning.* We hope that this report has clarified the nature and purposes of the work-conference division of our mid-century convention. Preregistration sheets have been mailed to every member of the association and to other interested people. We hope to have most of these in around the first of April at the very latest. We are looking forward to an interesting and profitable experience in our first work-conference. We want to give it a fair test. If it proves valuable and workable we hope that future meetings of our association will improve on the techniques and press ever closer to the problems facing us in our professional growth and development.

WHAT AREAS OF SPEECH SHOULD BE REQUIRED OR SUGGESTED FOR AN UNDERGRADUATE MAJOR?

W. Norwood Brigance

First may I examine the assumptions. The first assumption: The undergraduate area in speech is primarily functional. By that I mean it is not primarily made up of what eighteenth-century educational minds speak of as "content" courses. They have content all right, but they are not primarily content courses. Instead they are courses that require intellectual discipline, and to this intellectual discipline is added a technique — a technique as definite as that of building airplanes or removing appendices. This is not a technique that can be reduced to a formula, but one based on a deep foundation of knowledge — and shall we say wisdom? Now I know this disturbs certain types of academic institutional minds like the authors of the Harvard Report and the devotees of Great Books who want to find the answers between the covers of an old book. My answer is that I simply do not have the time to explain the facts of life to people who are two centuries behind this age. With or without me, they are going to be extremely unhappy in this atomic world. I shall not here attempt to relieve their unhappiness.

The second assumption: The intellectual discipline, the skills, the techniques of the undergraduate area have grown out of the needs of the historic past. Primarily there are three of them. Let us look at them each in turn.

II

The first civilization appeared on this earth about 6,000 years ago. Then some 3,500 years later — this would be about the fifth century B.C. — certain peoples along the Mediterranean overthrew their dictators and set up a rule of the people. Thereupon they made an interesting discovery. A man, for example, came to the new people's government and said, "Ten years ago

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W. NORWOOD BRIGANCE *is Professor of Speech and Chairman of the Department at Wabash College. He made these remarks at the sectional meeting on Thursday, December 29, 1949 of the Speech Association of America on "The Undergraduate Speech Curriculum."*

that dictator took my land. He kicked me off and gave it to his henchman. I want my land back." So the people's government had to set up a jury system and have the plaintiff and defendant argue their cases in public.

In the new Assembly, a man said, "I think we need such-and-such a new law." Another said, "Why?" And when he undertook systematically to explain why the new law was needed, he had to make a formal public speech.

During all the 3,500 years since the first civilization had begun, differences had been settled by force. Now — in this fifth century B.C. — people undertook to settle them by *talk*. This was a new mode of living. The Hellenic civilization was the ninth to appear on the earth, but it was the first to allow any free discussion by men who had *different* ideas on any given subject. Walter Bagehot in his *Physics and Politics* (1873) points out that this is the keystone of Western European civilization today — that it allows varieties of ideas, and allows people to settle their differences of opinion. All of the old civilization, says he, stopped when there seemed no reason for stopping. Why? They allowed no variety of opinions. But the Hellenic and the Western Civilization outstripped them all because — I use his words — "it was a government by discussion."

Therefore, one undergraduate area that we must offer students is that of learning how to talk out their problems effectively. This means offering them the opportunity for acquiring skills in public speaking, discussion, debate, conference techniques, including all their forms and processes via radio and television.

III

Observe how the second skill started in modern society. The instant early man had an hour's free time from collecting food, he began to use that time artistically. For example, the Cro-Magnon man mixed his pigments and drew pictures of reindeer on his caves some 25,000 years ago. It was thousands of years after that before man developed any adequate word-skill. But as soon as man had acquired this word skill — and this was roughly around the eighth and ninth century B.C. — he began what Aristotle called Poetics. Of Poetics there were two kinds: First Tragedy and Comedy, the ancestor of modern drama. Sec-

ond was Epic Poetry, which loosely became the ancestor of modern Interpretation.

These institutions since before the time of Christ have mirrored the institutions of man. (Some of the things mirrored right now by Hollywood and Broadway could, I admit, do without the mirror. But this is the fault of abuse not of the instrument.) Therefore, the second area which the undergraduate major ought to cover in this old, basic, artistic skill in Interpretation and Drama, or what the ancients call Poetics.

IV

These two — Public Address and Poetics — are old in human experience. The third one is new. It is Speech Science. During all of the 6,000 years of so-called civilization the sound of man's voice was limited to the range of a few yards. Now suddenly he can throw it around the world, and the means and the implications ought to be studied somewhere in our curriculum.

Also the pressure of civilization has produced stutterers and other maladjusted forms of speech. (We have reason to believe that these existed either mildly or not at all in primitive peoples.) Now finally and belatedly we are learning how to do something about it. That too ought to be part of our curriculum.

Therefore this area which I call Speech Science includes the treatment of speech disorders and hearing disorders, and the study of the nature and transmission of sound via radio, moving pictures, and television.

V

These are the areas. No matter what courses we list, the areas of instruction demanded of us in a democratic society are three: Public Address and its various attributes — a way of making talk a substitute for force; Drama and Interpretation — flowing from the artistic nature of man; Speech Science — covering the avenues and channels of using the above two.

We can now apply these principles briefly and specifically. If an undergraduate seeks the liberal arts foundation for business and most of the professions then his concentration should be in Public Address, with a limited and cultural understanding of Drama and Speech Science. As to particular courses, this is sec-

ondary and will vary from school to school. The important thing is that he have the skill to make his talk effective, a sense of responsibility for what he says, and a knowledge of what he talks about.

If the undergraduate is primarily interested in the artistic and the cultural side, then his concentration should be in Drama and Interpretation, with a limited and cultural understanding of Public Address and Speech Science. Again, the particular courses are not important. The important question is does he have a cultural and artistic appreciation, and can he communicate it to others?

Finally if his interest is in the scientific aspects of speech, then let him concentrate in Speech Science, with a limited and cultural understanding of Public Address and Drama.

You will notice that I prefer him *not* to distribute his concentration over all three of these areas. They are too big and too complex. In terms of credit-hours, for example, if he attempted an equal distribution in a twenty-four-semester-hour major, it would amount to eight hours in Public Address, eight hours in Drama and Interpretation, and eight hours in Speech Science. He would be a rank beginner in all three, with an established competence in none. It would be far better for him to establish a competence in one, the one of his primary interest, and to have attained an appreciation of the complexities of the other two.

Especially and from the beginning, let us teach the undergraduates the place of the disciplines in human society, that they are not mere courses thrust into a curriculum, but are discipline required by the validity of history and perfected through twenty-five centuries of human experience.

QUANDARIES OF THE HIGH SCHOOL SPEECH TEACHER

JOHN M. MARTIN

It is not uncommon to hear a high school speech coach say, in hesitating to accept a judging assignment at some tournament: "Well, I really don't know what's expected of me in this field; I'm simply a debate coach, nothing more." He finds himself in a quandary perhaps because of lack of a broad training in preparation for his job as a speech teacher. Too many speech teachers in high school readily admit they have inadequate training for their job or, worse still, that they had the job thrust upon them and are doing the best they can without any special training. Generally speaking, they are doing a magnificent piece of work under all kinds of handicaps. Many of them are compelled to carry on the school speech program strictly as an extra-curricular piece of work, using their own lunch periods to consult with the debate team or coach some individual, meeting students for long hours after regular school periods and often in their homes at night. Add to this the burden of finding ways and means to finance the speech program without any budget appropriation from the school board, and the necessity of spending from fifteen to twenty Saturdays with the school's speech teams in the different tournaments, and it is not difficult to explain why so few young people elect to enter the teaching profession in the field of high school speech.

With this as a background I should like to point out in just what respects the college teacher of speech can be of inestimable help to us. In the first place many a high school teacher of speech will experience times when he wonders whether his enthusiasm and devotion to speech training is really worthwhile. He finds that his program generally arouses no great enthusiasm among other teachers. The English departments are likely to find it of no value whatever. In many high schools the administration merely tolerates the speech activity as a necessary but unimportant part of the curricula. The speech coach must generally build his team, if he is lucky enough to have that many interested, out

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JOHN M. MARTIN *is the Speech Coach at Oakwood High School, Dayton, Ohio.*

of the non-athletic group, and often is cautioned not to interfere with the probable scholastic achievements of the top-notch students. Taking a third place in the county in Latin still rates more publicity and greater approval on the part of faculty and administration than being one of six finalists in a starting field of over four thousand in the annual Prince of Peace contest. The point I wish to make here is this: if speech training is really important in high school, the colleges, and the college teacher of speech in particular, can do more than anybody else in making this apparent to school administrators. The high schools make a great ado of the fact that Tom Jones and Bill Smith have made the Dean's List with an almost four point average. Such a report makes the local newspaper and is lauded from the rostrum in the school assembly. But to my knowledge no college debate coach or college teacher of speech has ever written to the high school Principal to commend the leadership and speech activity of students who carried over their fine basic training from high school. A little word here and there from this direction would greatly enhance the position of speech in the high school. If the speech training we can give in the secondary school actually does show up well in college in such attributes as poise, stage presence, leadership, and clear thinking; if such training enables the students to fit more easily into the activities of the college community and to be of real service in the social life, then by all means our high school administrators should be t o l d about it. This would answer the question: is high school speech training really important? It would do far more than that; it would take many a high school speech coach out of his first quandary — the feeling of doubt concerning the importance of his work. This would undoubtedly result also in a new administration attitude, and the important tasks of speech training would be entrusted only to those who had themselves been properly trained to do the work.

Now to speak for a few moments from the actual field of operations in high school speech. Here again I feel that only the college teachers of speech can take us out of many a quandary. Even though some of us have been in the service a long time, we are still not quite sure of what is expected of us. Our debaters of several years' experience seem to find a proper correlation of their work in college without too much difficulty. This is perhaps to be expected since the colleges have worked more closely

with us in this field than in any other. The college demonstration debates and debate clinics have clearly pointed the way for us. The NUEA Debate Handbooks and college debates over the air have also set the pattern for us. All these correlating features have made us feel that we are on the right track, doing the basic work in speech that the colleges approve and recommend. The same can be said for the Drama Clinics although this field is more restricted in activity in many schools.

But let us take, for example, the field of interpretive reading. Here we are very much in the dark with opinions as to what is right and wrong as far apart as the poles. No wonder the debate coach hesitates to judge a round of dramatic declamation. Unless his college training has made it clear to him, he hardly knows what to look for. Is it suspense? Is it the ability to *act* the part? Is it a series of gutteral noises and nerve-shattering screams? Is it restrained emotion with only something that is suggested? When is a reading only a reading — an interpretive reading? How much bodily action is permissible? Since many of our better dramatic students follow this work up in college, we would like to be put straight on this puzzling problem. We are guided in part by suggestions and principles laid down by the National Forensic League, but time and again in the state finals and even in the national finals we come away in a quandary, wondering just what the colleges expect of our students in this particular field. A clear explanation of the principles of interpretive reading as taught and accepted by the colleges would be very welcome by most secondary teachers of speech, and particularly by those who have had the honor of teaching speech thrust upon them with little or no special training. Why not a clinic on this at one of the colleges? It would be very enlightening.

Another quandary, which is perhaps the biggest headache of high school speech coaches, is that of Humorous Declamation. Unlike the dramatic field this event opens itself to two very different types of so-called humor. The line can be very clearly drawn between the literary and the non-literary production. But here is the quandary: people, even the judges, seldom fall into convulsive laughter over Shakespeare unless it is presented with a good deal of the burlesque, and Mark Twain and Irvin Cobb hardly bring forth a twitter from the risible faculties. Coaches, judges, and contestants all seem to weigh the prospec-

tive humorous reading with a laugh meter. If it brings the loud guffaws and "rolls 'em in the aisles," that seems to set the standard. In the National Speech Tournament of last year a young man, supposedly reading under the title, "The Perfect Forty-Two," characterized a woman buying a foundation garment. This title, anything but literary, won 5th place in the National Finals! I believe we all need a word of guidance here from the college teacher of speech as to our objectives. What are we really trying to achieve? The colleges can do a good deal for us both in the humorous and dramatic reading by pointing out the ideal that we should strive for, and the kind of work which would be acceptable in colleges classes. Or, is there such a great difference that there can be no correlation here?

In conclusion, it is my belief that the departments of speech in the colleges can render us a great service by showing interest in our work and by promoting it at every opportunity. There are many ways of doing this as already indicated. However, some do far more than others. If your college has never entertained a large high school speech tournament, why not think about it now? What better way to demonstrate your interest? If you feel that there is a decided lack of good oratory, why not offer an Original Oratory contest. Your speech majors could handle the whole affair some Saturday. Another great service can be rendered as pointed out by clearing up these quandaries in the field of interpretive reading and particularly in that of humor. High school coaches are not looking for any pats on the back; they are looking to the colleges to tell them that speech training in high school is very worthwhile and also to tell them what it is they would like to have done better. In academic objectives we must follow the college dictates and have long done so; in the field of sports the college scouts recognize and pick up the the real talent; in the speech work to which both our groups have dedicated ourselves let's work for a little closer correlation.

THE SPEECH OF DIPLOMACY AS A FIELD FOR RESEARCH

ROBERT T. OLIVER

The speech of diplomacy is a research field as yet largely undefined and unsurveyed. It has been negelected by both rhetoricians and students of international relations. The reason may be its special difficulties. Students of international politics are unacquainted with the principles and problems of speech, and speech students are not familiar with the complex and deep-rooted subject matter of diplomatic negotiations. Furthermore, since diplomatic speech crosses national boundary lines, the necessity often arises for knowing two or more languages well enough to judge the nuances, stereotypes, idioms, and emotional overtones of each. And more than the languages, the researcher requires a sympathetic insight into the history, customs, and psychology of the differing national groups involved.

Yet despite the difficulties, the research task should be undertaken. We are living through a period of "cold war" in which diplomatic intrigue and international propaganda are undermining our security and making profound changes in the global map. In a world bound tightly together by mass communications, our concern with speech can no longer be confined within national boundary lines. Particularly in the United States, which has had world leadership thrust upon it, the effort must be made to determine how speech operates in international relations. Failure to do so may be more costly than our loss of monopoly of the atomic bomb. Indeed, the more force is let loose into the world, the more stringent must be the attempt to find means to corral and control it. A call to research in diplomatic speech is not merely to point out an over-looked opportunity. On this shrinking globe, neither in peace nor in war will diplomatic speech falter in the accelerating pace of its increasingly vital significance to human survival. Difficult or not, it is a field that must be analyzed and, so far as may be, mastered. Practising diplomats have to meet the problems directly and try to put into

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ROBERT T. OLIVER *is Chairman of the Department of Speech at The Pennsylvania State College.*

practise the best speech techniques they know. As students of speech, it is eminently our business to judge of what they are doing and to help them to do it better.

Consider the speech problems of the officials who may be grouped loosely within the category of "diplomats." Their speech functions are manifold, including public address, private consultations, and group discussions. At one and the same time, their speech must be aimed to influence the "home" audience, the "enemy" audience, and various "neutral" audiences. Different as these three groupings are from one another, they also contain multiple differences within themselves. As an instance of the problems involved, consider the difficulty confronting the American diplomat speaking upon Palestine, who has to take account of the domestic Jewish vote, the Anglo-American interest in Mid-Eastern oil, Russia's appeal to the independence-minded Arab League, Egyptian dislike of Great Britain, Syrian hostility to France, and a host of other considerations. Every diplomatic speech must be carefully tailored to its particular context, with the acute realization that in many subsidiary contexts it may have unfortunate and unforeseeable effects.

Official spokesmen for governmental policy must avoid "war mongering," or "reckless talk of possibilities of war" on the one hand; and they must just as carefully avoid "peace mongering," or "reckless talk of the possibilities of peace" on the other. They dare not arouse a war-like spirit which they may be unable to control, support, or direct; and they must equally avoid arousing a determination for peace which might cause unpreparedness to meet potential attacks.

One of their functions must be the creation of stereotyped judgments of world circumstances and effects. That is to say, they must seek to develop a *singleness of response* to such circumstances as Soviet domination of north Korea and such events as Yugoslavia's deviation from the Soviet foreign policy. Yet there are grave dangers in carrying out this function. For instance: (1) the stereotyped responses they need from the home audience, the enemy audience, and the neutral audience may all differ; (2) the means used to secure the desired response from any segment of any one of the three audiences may cause undesired reactions in the other segments; and (3) the speedy evolu-

tion of international relations may require a fundamental change almost over-night in the kind of stereotyped judgments that are sought.

As a result of the fluctuating and uncontrollable nature of international relations, it can readily be demonstrated that one of the requirements for diplomatic speech is ambiguity or self-contradictoriness. A good diplomat is careful never to announce a policy without leaving open some avenue of retreat from it. Yet even while he does so, he must attempt to make his statement sufficiently forthright so that it will carry conviction to the auditors who are to be influenced.

Another characteristic of diplomatic speech is its *depersonalization.* The speaker is uttering sentiments that are not specifically his own, but that have been determined and formulated in numerous conferences, to insure that they represent the policies of the government for which he speaks. And similarly, the auditors may not react to his speech as, in their own proper persons, they might wish to. On the contrary, they must maintain whatever pattern of response is dictated by their own home governments. Because of this fact, diplomatic speech has some of the characteristics of a puppet show before a shadow audience, in which analysis must proceed far behind the scenes, both for speakers and for auditors, to discover what is really happening and why.

One of the prevalent misunderstandings concerning diplomatic speech is that it is typically conciliatory. The language of diplomacy has been widely misunderstood as consisting principally of sweet words and blandishments. Quite to the contrary, it often consists of extreme brusqueness and direct challenges. One of the tasks of the diplomatic speaker is to express the precise degree of hostility, friendship, or indifference that accords with his government's policies.

Rationalization must often be used by diplomatic speakers, since it is a cardinal principle of their profession to maintain that the policies of their governments are always consistent, regardless of what contortions and contradictions may occur. This is not simply a matter of national pride, but is a practical necessity, since the influence of any nation's policies rests to a large extent upon the confidence of other nations that they may be

depended upon as fixed and immutable. Rhetoricians who may not wish to assist the diplomats to be better rationalizers may nevertheless be interested in this opportunity for research into the question of what rationalization is and how it operates.

In summary, it may be expected that research into diplomatic speech will discover it to have certain special characteristics: (1) that it must be directed simultaneously at diverse audiences and seek different reactions from each; (2) that it must maintain a nice and shifting balance between incitement to war and predictions of peace; (3) that it must seek for stereotyped judgments of world affairs while yet being alert to the possibility that the public must be persuaded perhaps over-night to reverse these stereoptyed responses; (4) that it must always contain a concealed but adequate loophole for escape from whatever policy is being proclaimed; (5) that it operates in a depersonalized plane or shadow world, far removed from the actual areas where the speeches are prepared or where the significant responses occur; (6) that it may be caustic as well as conciliatory, so that Vishinsky may be just as "diplomatic" as the mellower Acheson; and (7) that it abounds in rationalistic self-justification.

Obviously one research project in the speech of diplomacy might be to examine a representative enough sampling of diplomatic speech to support, amend, or renounce such a listing as I have tentatively made of the characteristics. Other possible research opportunities abound. Consider but a few of them:

1. Analysis of the speaking of any selected diplomat, for any of the following purposes: (a) to note the varied considerations entering into the determination of his speech subject matter; (b) to note his methods of appealing to the diverse audiences, and of reconciling the conflicts among them; (c) to evaluate his success in judging and appealing to the audience across his own national boundary line; and (d) to define and trace his use of rationalization.

2. Analysis of the diplomatic speaking revolving around any specific and defined diplomatic problem, such as the attempt to re-unify Korea under an independent government, or the settlement of the disagreement between the Netherlands and the Republic of Indonesia. Since the United Nations requires an "of-

ficial" translation of all its documents, including speeches, into English (as well as French and Russian) there would be a reasonable opportunity to conduct such research upon the basis of the English texts. The analysis might uncover significant differences in the diplomatic methods of speakers representing different countries, and might offer some clue as to what does and what does not lead to success.

3. Analysis of the comparative public reactions (as measured in newspaper and magazine reports or in other selected ways) in different countries to a specific and significant diplomatic speech. This type of research would require a real mastery of the requisite language requirements for the doctoral degree. More to the point, it would help find the answer to why different countries react in such sharply differing ways to such proposals as the Marshall Plan or the North Atlantic Military Alliance.

4. Analysis of the course of a governmental policy (such as our challenge to Italian Fascism) from its first tentative announcement, through its flowering, to its conclusion in fulfillment or abandonment, noting the particular speech requirements of each stage of the growth and decay of the policy.

Even so brief a listing of the types of research problems available in diplomatic speech is sufficient to indicate how much is to be done in that field. Perhaps it may serve as a stimulus to some of us or our students to undertake the doing of parts of the task. For my own part, at any rate, I feel assured that the United States will better fulfill its new role as a dominant world power when we in the speech field turn our best thinking to the analysis of the kinds of problems herein indicated.

PUBLIC DISCUSSION AS A "PROPAGANDA" TECHNIQUE

EARNEST BRANDENBURG

The discussion method as an ideal is commonly recognized as involving well informed people willing to lay aside their preconceived concepts and join in a cooperative search for the wisest answer to a problem or for the best course of action.[1] Although rarely do all participants or the end result meet the ideal, we who sponsor such activities strive for the optimum goal. In our strivings for the praiseworthy ideal, many of us overlook the important fact, however, that group discussion methods can be used both successfully and honorably under certain circumstances to "propagandize" or to sell certain beliefs. Such a statement may arouse rather violent opposition from some. Ewbank and Auer, in their text, *Discussion and Debate,* say:

> The World Almanac lists nearly 900 national organizations, dedicated to the advancement of some idea or the defeat of another. Many of these activities conduct discussions as one phase of their propaganda efforts.
>
> Is this a proper use of the discussion method? . . . Any meeting that pretends to present an open, impartial consideration of a problem while, in reality, stressing only the arguments that lead to a predetermined conclusion, should be condemned as heartily as we condemn false advertising wherever it may be found.[2]

No capable director of discussion programs will deny the general thought of the above statement, but I should like to illustrate a type of worthwhile discussion which is "dedicated to the advancement of [a particular] . . . idea."

For many years such organizations as the National Conference of Christians and Jews have promoted public discussions with speakers representing the Protestant, Catholic, and Jewish faiths. On many college campuses, inter-faith meetings are well attended by students. Since World War II, common additions to this combination of people with religious differences have been representatives of the Negro and Oriental races. These ac-

EARNEST BRANDENBURG *is an Assistant Professor of English in Washington University, St. Louis, Mo.*

[1]Professor A. Craig Baird's definition of discussion is widely accepted. "Discussion is the art of reflective thinking and communication, usually oral, by members of a group, whose aim is the cooperative solution of a problem." A. Craig Baird, *Discussion: Principles and Types* (New York, McGraw-Hill Co., Inc., 1943), p. 9.

[2]Henry Lee Ewbank and J. Jeffery Auer, *Discussion and Debate* (New York, F. S. Crofts and Co., 1947), p. 293.

tivities recognize that an effective way of relieving group tensions is education to minimize the differences and emphasize the likenesses among people of diverse backgrounds. Frank, friendly discussion from those representing different backgrounds promotes improved attitudes and educates listeners.

Washington University has followed the lead of other institutions in providing an inter-religious, inter-racial panel of students available for "programs" in the community.[3]. During the school year of 1948-49, seventeen public appearances were made by students who announced their discussion subject as, "Can Americans of different religions and races live in harmony?" The same activity is being continued this year with student participants selected so that various groups will be represented (Protestant, Catholic, Jewish, Negro, Japanese-American, etc.) Three minute talks are given by each panel member — mentioning some of his personal experiences, deploring prejudices and discrimination, and pleading for tolerance and mutual respect. After the brief talks are completed, the audience is invited to ask questions and make comments.

Such a group at Washington or elsewhere is typically organized to present a common belief from a variety of backgrounds. Although the panel members have reached a "predetermined conclusion" before engaging in any particular session, they do welcome and encourage open, impartial consideration of the problem.[4] Such a group hopes and plans that the

[3]The University of California at Los Angeles deserves especial notice for the development of this type of activity. During the war, Miss Adaline Guenther started a "Panel of Americans" which became so well known that in the spring of 1947 an eleven week nationwide tour was made. Six girls from U.C.L.A. spoke before 169 high schools and colleges. The six speakers represented the following groups: Protestants, Catholic, Jewish, Chinese-American, Japanese-American, and Mexican-American.

[4]If propaganda is defined as an attempt "to short-circuit critical, reflective thinking by resorting to emotionally loaded platitudes, mass suggestions, and half-truths," if inherent in propaganda is the presumption by its promoters "that their cause cannot stand critical analysis and reflective consideration" — then I am not advocating public discussion as a propaganda technique. (For statements that these meanings of propaganda are to be deplored in discussion, see James H. McBurney and Kenneth G. Hance, *The Principles and Methods of Discussion* (New York, Harper and Brothers, 1939), p. 21.

However, acceptable definitions of propaganda include: "A scheme or plan for the propagation of a doctrine or system of principles." *Webster's New International Dictionary of the English Language* (Springfield, Mass., G. and C. Merriam Co., 1944), p. 1983. "Any association, systematic scheme, or concerted movement for the propagation of a particular doctrine or practice." *The Shorter Oxford English Dictionary* (London, Oxford University Press, 1939), II, 1599.

chairman's conclusion at the end of any session will properly include some such statements: "Most of us here this evening have agreed that *differences* in our religious beliefs or racial backgrounds *do not mean inferiority* — that as Americans we can and should live and work together in harmony." The panel's avowed purpose is to make these "facts" so obvious that a summary of the discussion will necessarily include a statement somewhat as above.

Is this a proper use of the discussion method? I submit that it is. Unquestionably the precedure benefits participants. It encourages research and a knowledge of the subject, so that the participant will be capable of handling issues which may arise. It demands a reasonably thorough acquaintance with relevant facts. It develops respect for views held by other group members. It creates an atmosphere of cooperation and willingness to compromise on some issues, so that there may be agreement on more basic matters. It provides speaking experiences on issues listeners consider of vital importance.

Consider how excellently the following praise of group discussion in general applies to an inter-religious, inter-racial panel.

> . . . Many points of view and many sources of information are brought into play as opposed to the single source of information or single point of view which is so often the case when a speaker addresses an audience, or when a writer sets forth his ideas in a book, a pamphlet, a newspaper column, or editorial. The discussion process permits the members of the group [in this instance, members of the audience] to air all of their doubts and complaints as well as their opinions — in itself a very wholesome mental hygiene process (*catharsis*). The members of a discussion group, because of their collective approach to a common problem, develop an identification with each other and a *bond of unity* which usually is highly desirable in any group situation. Participants in a group discussion, since they are called upon to comment upon the opinions of others, as well as express their own views, are compelled, by the very nature of the process, to re-examine their previously held views and compare and test them against the views of the other members of the group.[5]

The chairman of an inter-religious, inter-racial panel is most successful — as in any other discussion situation — if he is im-

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[5]Julius Schreiber, *It Pays to Talk it Over* (Washington, D.C., National Institute of Social Relations, Inc., 1947), pp. 8-9.

partial and tactful, if he succeeds in getting wide participation from the audience, if those present freely express their views, if rational processes are followed in exploring the subject. Neither the chairman nor the members of such a panel ought *ever* dogmatically or categorically disagree with any view expressed in a discussion. Just as the panel members recognize that on certain matters of religion, they do not all see alike, so also do the discussers "respect" other views contrary to their own. But when, for example, sterotyped anti-Negro, anti-Jewish, or anti-Catholic views are expressed — the members carefully explain why they do not subscribe to these views, why they believe them untrue, or why they are harmful to our society. Participants at Washington University have determined that in no instance will they allow a belligerent, obnoxious questioner to destroy their poise, their sense of humor, or their good will.

The impact of this type of activity upon a community and its contribution to tolerance and to happier relations between groups is not at issue in this paper. (Obviously, I believe such projects can be of value.[6]) My purpose, however, has been simply to explain what seems to me a highly valuable type of discussion, and to discuss the particulars in which I believe this activity meets requirements of a praiseworthy discussion, while at the same time striving for a "predetermined conclusion."

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[6]Considering the activity just as propaganda, for example: experimental data indicates a degree of success. "A survey of the literature [and past research] on prejudice would reveal that all but one of the existing theories of prejudice would permit of the reduction of prejudice by means of propaganda. The one exception is the economic determinist or competition theory of prejudice. The theory holds that prejudice is inevitable whenever two groups are in economic competition with each other. . . Clearly propaganda, or for that matter any other influence or change outside of that which would create a classless society, could not reduce prejudice if that theory is correct.

"With [this] one exception, all existing theories of prejudice would hold that propaganda could aid in the reduction of prejudice." Arnold M. Rose, "The Use of Propaganda to Reduce Prejudice," *International Journal of Opinion and Attitude Research*, 2: 221-30, Summer, 1948.

THE LANE SEMINARY DEBATES

PAUL A. CARMACK

An initial impetus which set in motion the American antislavery movement, originated in a series of debates conducted by the students of theology of Lane Seminary in 1833. From these debates and correlated events spread widening circles of influence that led to war which dissolved slavery. Until this time, efforts of the abolitionists had not been coordinated or definite in direction. But the 1830's saw an awakened humanitarian spirit for many reforms against injustices in the treatment of all the oppressed. Temperance, women's rights, manual labor, coeducation, abolition and reforms of conditions of laboring men, orphans and the inmates of institutions were coupled with an upsurge of religious evangelism.

In the beginning of the American movement for the abolition of human slavery there was no general consciousness in the North or in the South that slavery was a *sin*. John C. Calhoun later argued that slavery was a positive good. Until slavery was branded as a sin, even Northern clergymen felt no obligation to agitate for freedom of American slaves. Those whose consciences were pricked could always point to the Colonization Society as an avenue of escape for the black man. This organization professed to favor the return of the slaves to the continent of Africa. In July of 1833, a group of antislavery reformers from New York had pointedly asked the Colonization Society to indicate its *real* purpose and motives. The direct question which they asked of the Society inquired whether this organization aimed for ultimate extinction of slavery in the United States? Theodore Dwight Weld, one of the signers of this letter, was shortly to enter Lane Seminary as a student of theology.

The Colonization Society's evasive answer given to this point blank inquiry left no further doubt in the minds of the men who framed the question. In New York an Anti-Slavery Society was subsequently formed on October 2, 1833. In December of the same year, this group united with William Lloyd Garrison's New England Anti-Slavery Society. Weld who was then a

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PAUL A. CARMACK *is Assistant Professor of Speech at The Ohio State University and Director of Forensics. Professor Carmack wrote his Ph.D. thesis on Theodore Dwight Weld.*

Lane student declined an invitation to attend the meeting and an offer to serve as one of the first *full time* paid agents of the new abolition organization. But Weld's experiences at Lane Seminary later led him to accept this offer. He soon became the unpublicized leader of the abolition movement and his success at self-effacement and anonymity equalled his efforts. He was as intent on obscurity as William Lloyd Garrison was determined to gain the spot light of public attention. While Weld's work with the Anti-Slavery Society was to come later, his leadership of the Lane debaters was one of his most influential contributions to the cause of immediate abolition.

Theodore D. Weld was enrolled as a student at Lane Seminary but he was *more* than a student. He was older and far more experienced than his fellows. A native of Connecticut, he had travelled and lectured in the South where he had made an extensive collection of first hand data on slavery. His early attempt at education at Phillips Andover Academy resulted in a near loss of sight. He was forbidden to read for seven years. When his sight was partially recovered, he assisted in the organization of a Manual Labor Theological Seminary at Whitesboro, New York. When the theological instruction failed to materialize in this school, young Weld accepted a double commission from the wealthy Tappan brothers, New York City philanthropists and reformers. He was named as the national agent to promote the cause of the Society for Promoting Manual Labor in Literary Institutions. This society had been founded by Lewis Tappan, George Gale and others in 1831. The movement swept most of the Northern colleges and extolled the values of manual labor-with-study. Weld toured the colleges campuses lecturing on the movement. If requested, he would also lecture on temperance and abolition. His success as an organizer and reformer can be measured by the great number of schools which followed his visits with the installation of the manual labor system, the formation of a temperance society and a student abolition group pledged to action. He spoke before interested groups in Alabama, Illinois, Indiana, Missouri, Kentucky, Ohio and Tennessee, covering more than 4,500 miles. He delivered more than two hundred lectures on temperance and manual labor. While travelling and speaking he was adding to his collection of materials which was to make him the encyclopedia of the abolition

movement. He was accepted by other abolition leaders as the most persuasive orator, the chief strategist, and the best source of information in arguments against slavery. He sought no credit for any of his work or contributions.

It is clear that Weld was no ordinary student at Lane even though that was his sincere desire. Despite earlier frustrations which prevented his acquisition of a theological education, his determination to get this training was unchanged. He was not insubordinate or unmindful of his position in the school, but his speaking ability and his experience exceeded that of most of his instructors. It was he, who chose the infant school as the recipient of the gifts from the Tappans. They and Weld expected it to be the manual labor theological seminary of the Mississippi Valley from whose halls were to come young crusading evangelists, bent on reforms of human rights. Chief of these reforms was to be the abolition of human slavery, America's worst sin. Weld also determined the selection of the new president. Failing to get the acceptance of the great revivalist, George W. Finney, Weld turned to Lyman Beecher who brought his family to live in Cincinnati. Weld had been chosen by Finney to be his "heir apparent." Weld's phenomenal success in Central New York in the conversion of young men to the church and to the profession of the ministry had added to the need for more theological training. This had caused the creation of the Oneida Institute of Science and Industry and the later migration of its students to Lane Seminary. This migration and the financial support of those ardent abolitionists, the Tappans, also was to cause unexpected and unintended friction.

To many of the "Oneidas" at Lane, Weld was their accepted leader, a position he had won even before the school term opened. At the manual labor school, Oneida Institute, students were given great leeway and were encouraged to plan much of the work in the school, both mental and physical. This independence of student action was neither expected or entirely appreciated in Lane Seminary. But even the faculty members, save one, never felt that the students were deliberately insubordinate or negligent of their assigned studies. But a collision of interests was inevitable. The results were not confined to the limits of the campus. The elements of a national incident were abundantly present.

President Lyman Beecher wrote of these students in his Autobiography (Vol. 2, p. 322):

> It was a noble class of young men, uncommonly strong, a little uncivilized, entirely radical, and terribly in earnest. Penetrated as they were with admiration and love for their brilliant leader (Weld), they constituted a kind of *imperium in imperio,* to govern which by ordinary college law might prove difficult . . .

In general the students were very happy with the curricula and most of the faculty members, but the topic which was to shake the school to its foundations was that of *abolition of slavery*. Its discussion all but closed the seminary and the reverberations reached the press of the nation and of England.

It would be unfair to assume that President Lyman Beecher was opposed to the cause of the Negro, and there was no question of the admission of Negroes to the school, for James Bradley, a freed slave, was a member of the first class. The contributions of the Beecher children to the cause of abolition is well known. When the students first announced that they wished to hold a discussion of slavery, Beecher told them to go ahead with it and even offered to take part in the debates but the trustees of the institution and other faculty members advised more caution and recommended that it be postponed. Most of the trustees were Cincinnati businessmen who sold goods to customers South of the Ohio River. It was hoped that the students could be brought to realize the danger of "exciting popular prejudice." But many of the students, in addition to the Oneidas, were originally induced to come to Lane by Weld, when he was travelling in the South. These students shared Weld's views on the question of abolition.

The Great Debate was actually a set of two debates, each of which extended over nine evenings. With the exception of Professor Biggs, all faculty members and the president dropped in for one or more of the evening meetings. The first topic for debate was: "Ought the people of the slave holding states abolish slavery immediately?" This topic grew out of the dissatisfaction with the policy of colonization. Weld had worked for colonization of slaves in Africa, until he broke with the Colonization Society. His first suspicion may have grown out of its denuncia-

tion by his friend and sponsor, Charles Stuart, who had returned to England from America. Stuart was one of the English leaders of the abolition movement which resulted in freedom of the slaves in the West Indies. William Lloyd Garrison took full credit for the abolitionists' separation from the Colonization Society in America but his "Thoughts on Colonization" *followed* Stuart's action in England. A letter from Weld to William Lloyd Garrison indicates that Weld had not known of Garrison's work with the New England Society. This letter is to be found in the Garrison papers in the Boston Public Library. Those parts which indicate that Weld had not been aware of Garrison's program are still clearly marked "do not read." These papers were among those which were used by Garrison's sons in writing the four volume history of their father. The easy availability of the Garrison history seemed to give Garrison credit for the leadership of the abolition movement. This was as William Lloyd Garrison had always wished it. Later research indicates that Garrison's influence was limited and often his connection with the movement was its most retarding factor. He quarreled with all abolition leaders except Weld and John Greenleaf Whittier. The fact that neither of these men sought personal credit or publicity may have accounted for this exception. Both worked with the New York office rather than at the Boston society office. With his knowledge of the movement in England and his wealth of data on the institution of slavery in America, it was natural that Weld would open the Lane debates. He made four strong speeches against colonization and was favorable to immediate emancipation. Even as now the word "immediate" had to be interpreted by a definition of the terms of the debate. "Immediate" in this sense meant as now — "gradually accomplished."

While several students were opposed to abolition, all but a few students voted for Weld's views at the end of the nine evenings. Some of the slaveholding students gave first hand details of the conditions of slaves in the South. James Bradley, a student, was a freed slave. Bradley spoke of his treatment as a slave. Weld used his documentary material on slavery conditions which he later expanded into "American Slavery as It Is." One of the most powerful tracts for emancipation was Harriet Beecher Stowe's "Uncle Tom's Cabin." Weld's speeches and

tracts were used as its foundation and inspiration. Harriet Beecher Stowe later conferred with Weld while writing lesser known anti-slavery literature.

The remaining nine evenings were devoted to a debate centering on the merits of colonization as a means of settling the slavery problem. All but one of the students then voted against the acceptance of the policies of the American Colonization Society. The students voted unanimously to form an abolition society. Many of the debaters knew that they risked ostracism from their homes and family. They knew that they risked opposition from many of the townspeople of Cincinnati. The school trustees with the exception of Asa Mahan were fearful of the recurrence of race riots which had plagued the city five years earlier. They invoked the gag rule on student discussion of slavery, an action which was strongly supported by many editors, college administrators, and citizens. This rejection of academic freedom and the right of public discussion was the first *persecution* in the Northwest. It was the spark which touched off organized action and gave the impetus to the abolition movement which was to reach the battlefields of the Civil War.

Many of the students requested "honorable dismission" in October of 1834. Most of these students then entered Oberlin which was struggling to open its doors as a seminary. Upon Weld's recommendation the Tappan financial support was switched to Oberlin and Charles G. Finney came to the new school and later became its president.

Weld was now thirty-one years of age and with reluctance he gave up his dream of gaining a formal education. He accepted the position as Ohio agent for the American Anti-Slavery Society and began a whirlwind speaking campaign in Ohio. He converted many of his hearers in Ohio and moved to Western Pennsylvania and the state of New York. In the wake of his campaign arose abolition societies which carried on with the inspiration and the fervor aroused by Abolitionism's own orator. His plan of evangelistic reform was so successful that it replaced the Society's plan of pamphlet distribution and saved the Society from failure. He then selected and trained the "Famous Seventy" agents to follow this type of grass roots crusade. Many of these agents were from the Oneida Institute of Whitesboro, Lane

Seminary and Oberlin College. Others were his acquisitions from other recruiting campaigns. Weld went on to become the encyclopedist for the abolitionists, the leader of the petition campaign, and the congressional lobbyist in Washington.

From this series of debates came the impetus which rocked both the North and the South. The attempts to throttle discussion of the slavery question was the weakness of those who opposed abolition. Just as the gag rule caused the explosion at Lane, the gag rule as applied in Congress to anti-slavery petitions furnished the abolitionists with the support they had lacked in sympathy for their cause.

A PHILOSOPHY OF DEBATE FOR AMERICANS
or
DE GUSTIBUS NON EST DISPUTANDUM
(BRITISH TITLE)

RAY NADEAU

British debaters have a quaint custom of concluding every American tour with a critique of our debating methods. This is followed by a polite rejoinder from our coaches and/or debaters; thereupon, everyone drops the subject until the next international series provides the impetus for further articles on the "controversy.' This paper will take the revolutionary approach that there may be something to what our genial visitors have to say, a point of view which may not receive full expression in other articles of the current exchange.

Major British criticisms may be summarized as follows:

1. American emphasis is on technique rather than on subject; this emphasis is accentuated by the verdicts of judges.
2. Audience adaptation is more or less ignored; only one national debate topic contributes to this difficulty.

Here we have our cousins from across the sea accusing us of sophistry in making a 'mere knack' of this form of public speaking, and they imply that we are guilty of the old fault of divorcing our debating from the urgency of subject matter.

That Americans are also aware of defects in our system is indicated by the fact that, for some years now, high school, college, and university coaches have become progressively more concerned about their 'problems.' Convention halls frequently resound with self-criticism that strangely parallels the British viewpoint. Coaches decry the excessive pressure exerted on them to produce winning teams; they expatiate on the faults of tournament debating; they try to ferret out good arguments on the current question (while being engagingly noncommittal in the process); they appeal for higher ethical standards; they draw up

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MR. NADEAU *is a teaching fellow in speech and varsity debate coach at the University of Michigan.*

impressive resolutions — but they hesitate to do anything positive and definite to modify our ultra-competitive system.

I

Most of us will agree that American debates on all levels are regarded as forensic contest performances rather than 'productive exchanges of views on subjects of compelling interest.' Debaters are all too often merely automatons, highly trained experts in the countless details of debate technique and strategy. Each year finds them concentrating on one subject to the exclusion of all others, and this question is debated ad infinitum, with a view to training the chosen few to the fine edge of perfection required to defeat traditional rivals. The major question is, 'How can we win?'; not, 'How can we best present this subject to stimulate interest in it and, perhaps, come close to a reasonable solution of the problem involved?'

The approach at Michigan is different. We are convinced that contest debating, with its inordinate stress on the performance of the individual student, does both debating and debater a distinct disservice. In consequence, this aspect of the forensic scene has been undergoing a steady metamorphosis for some years. During the 1948-49 season, twelve Michigan teams participated in twenty-seven intercollegate debates, including one with the University of Cambridge that drew an audience of twelve hundred. None of these debates was followed by an official decision; audience shift-of-opinion ballots were used in fourteen instances.

During the months of October, November, and December of 1948, fifty-two debaters (of an original eighty-three) appeared in thirty-four 'public service engagements' — high school assemblies, community service club meetings, radio programs, and one television appearance. In this brief picture of our debate activities in a typical year, it is obvious that we do not single out the few 'naturals' for use as showpieces. We give more students an opportunity to debate than would ever be possible under the pressures of intense competition, and we are able to place the emphasis where we believe it belongs, on the subject under consideration.

Under the circumstances, it is only natural that some proponents of the 'do-or-die' school of thought should question our

position on competitive, judged debates. Our answer is that we are always happy to welcome debaters from any school, large or small, on the Ann Arbor campus. We do not take extended national tours with one or two teams, because we prefer to travel often with different teams (nineteen trips in the 1948-49 season, all of them within a radius of two hundred miles). University and college teams from Cornell, Wayne, Toronto, Michigan State, Boston, and Cambridge are certainly worthy opponents, although we put just as much value on our relations with smaller schools like Denison, Alma and Albion. As we see it, the subject comes first and the size of the competing schools is of minor importance.

II

Audience adaptation is the second concern of our British friends. Americans, they believe, concentrate on their opponents; the British concentrate on the audience. However direct and forceful our speakers may be, it is still generally true that, in the effort to present a meticulously prepared and smoothly polished case, American debaters often fail to make any real adaptation to their audiences. In keeping with our conviction that debate has its major value in the common discussion of a vital question with the people affected, our debaters always debate before audiences; the audience total for the past season was just under 10,000. In addition to this insistence on an audience, we put a definite premium on the active participation of the audience in the debate. A debater who knows that every member of an audience is a 'judge,' and that he going to be held responsible for what he says in subsequent questioning, is going to study listener reaction and do something about it.

This growing popularity of the different cross-question systems is, in itself, an indictment of the standard sixty-minute formula for constructive and rebuttal speeches. With their insurance of direct clash and personal contact, question systems are preferred by most listening groups; the form we use is this:

1st affirmative presentation of case.
1st affirmative questioned by 1st negative.
1st negative speech.
1st negative questioned by 2nd affirmative.

2nd affirmative speech.
2nd affirmative questioned by 2nd negative.
2nd negative speech.
2nd negative questioned by 1st affirmative.
Summary of negative position by either negative speaker.
Summary of affirmative case by either speaker.

All speeches and question periods are five minutes in length. Summaries last three minutes. The debate proper takes forty-six minutes and the audience question period follows.

The five-minute arrangement has been criticized on the ground that debaters do not have sufficient time to present a basic case. Our experience indicates that debaters, even those from England, can adapt themselves to this schedule, and that audiences prefer and enjoy it. People of all ages and interests appreciate an early opportunity to get into the argument.

Finally, the practice of having only one national debate topic is a contributing factor in the recurrent failure of our debaters to adapt arguments to listening groups. Plato and Aristotle put into words what man has instinctively felt from the beginning of speech communication — you must have confidence in a speaker before you will believe him. American debaters are often expected to speak convincingly on a subject on which many of them have no convictions at all, and in which some of them have no interest whatever. It is true that a debater sometimes speaks equally well on both sides of the question. But under these circumstances, what happens to that quality we call ethos? Are carefully chosen arguments and evidence sufficient in themselves, or should we have along with them the infectious enthusiasm that comes only with strong and true conviction?

To these questions we have found at least a partial answer. During the past season, our debaters discussed appropriately worded resolutions on these topics: The Atlantic Pact, Federal World Government, Civil Rights, Taft-Hartley Revision, World Peace, Federal Aid to Education, Communism and Religion, Communism in China, Displaced Persons, Outlawing Communism, Race Relations, Compulsory Arbitration of Labor Disputes and Control of Student Newspapers. Some of these titles are related to each other, but, in the main, they clearly give more scope to individual preference and beliefs than strict adherence to the national question. They make it possible for a

debater to take a much stronger ethical position in his attempt to stress subject matter and make it appealing to the listener.

III

A healthy respect for the fine history of American debate and debaters requires no justification. On the other hand, we should be realistic. It is possible that the emphasis in this activity has swung too far in the direction of addiction to technique with resultant disregard for sound speech principles. As teachers of speech, we should question the justification for a highly competitive program which almost invariably ends in the restriction of debate to the talented few, in pre-occupation with technique refinement, in the common tournament practice of debating for judges only, and in the willy-nilly preparation of one subject for the debating year.

This article is not to be interpreted as advocating the adoption of the English debating society system, although the development of intramural debating societies in this country should be encouraged. On the other hand, American debating style at its best is fully as productive as any other method of Cato's 'good man, skilled in speaking.' At the same time, let us be wary of inadvertently countenancing exhibitions in dialectical sparring. Let us insist on a fair share of emphasis for the subject and for audience adaptation. Let those who prefer decisions note that audience ballots, intelligently planned, are reliable indices of speaking effectiveness. Finally, I hasten to add that we do not for a moment assume that the Michigan approach is *the* answer to debating 'problems,' nor do we consider this attitude to be unique. It is simply presented here as one way to return debate to the position it should occupy in a free society — a medium for the honest presentation of ideas on controversial issues to the public for immediate consideration.

NEW BOOKS

Halbert E. Gulley, *Editor*

LANGUAGE — MAN — SOCIETY: READINGS IN COMMUNICATION. Ed. Harold E. Briggs. New York: Rinehart and Co., 1949; pp. xv + 707. $3.50.

This book illustrates one way of semanticizing Freshman English to provide one kind of communication skills course as engineered by teachers of English unaided by teachers of speech. Its preface (12 pp.) and its collection of reading materials (674 pp.) apparently reflect "experience with the linguistic approach at the University of Southern California . . . in nine experimental sections last year and the year before. . . ." The "experience" is that of teachers of English in giving a course in the basic communication skills and the "linguistic approach" has given birth to a book "intended for both the regular Freshman English course and the newer Communication classes." Does the last quotation mean that the book serves two purposes? or that Freshman English is — or should be — equivalent to communication classes or courses? or what? I use the semantic method of criticism, because in their questions and "Suggestions for Study and Discussion" (pp. 679-707) the teachers chiefly employ— and impliedly recommend — that method for the study of both written and oral communication. They seem either to dismiss or be ignorant of the lessons that come from a knowledge of the history of rhetoric. The same critical method might justly be applied also to the editor's indecisive and loose definition of "communication" which he takes in "its broadest meaning" (p. vii). What would the semanticist do with this: "Especially one may mention Helen Keller's style as an example of *pure* and *beautiful* English (p. viii)." (Italics mine)

Such an approach to speaking and writing seems unnecessarily narrow — narrow because the content and method of the course is mostly linguistic and semantic. Furthermore, if the cooperation of teachers of speech had been sought, we should have had a better choice and proportion of readings dealing with persuasive speaking and discussion and with the development of children's speech than is evident. If it is necessary to have information concerning the development of speech in the child, should it not represent scientific, up-to-date observation? Why, then, reprint material from Jesperson (1911) and Shinn, *Biography of a Baby* (1901)? Why limit panel and group discussion to two examples only, both from the University of Chicago Round Table? Why should persuasive speaking be represented almost entirely by selections from the Senate debate on Lilienthal and the TVA?

The book can be used most safely as a source of readings on the semantic difficulties inherent in language, in the arts, and in the mass media of communication. We list the sections and mention some of the authors represented: I. Language and Childhood, II. Language and Thought (Logan P. Smith, Dewey, Wendell Johnson, Aldous Huxley), III. Semantics, Pro and

Con (Chase, Hayakawa, Barrows Dunham, and M. Schlauch), IV. The Law and Lawyers (Chaffee, Holmes), V. Science (Wendell Johnson, Barzun, Einstein, Bridgman), VI. Literature and the Arts (Clive Bell, Deems Taylor, Frank Lloyd Wright), VII. Media of Communication (Daniel Katz, the Nine Nieman Fellows), VIII. Radio Productions (Chicago Round Table and MacLeish's *The Fall of the City*), and IX. TVA — Arguments Pro and Con (Lilienthal, C. W. Kellogg, and The 80th Congress). As is suggested by the authors named, the readings taken by themselves are for the most part good, and we can agree with the editor that they are interesting and provocative. We can agree, also, that such materials help to make students aware of language and communication and to develop in them some language wisdom. Nevertheless, this volume is neither the sole nor the primary book for teachers who are earnestly concerned with all four of the basic communication skills.

KARL R. WALLACE
University of Illinois

THE ART OF FORCEFUL SPEAKING. By Richard C. Reager. New York: Grosset and Dunlap, 1949; pp. xvi + 302. $1.49.

Richard C. Reager wrote his book, *The Art of Forceful Speaking*, "with the hope," he says, "that the suggestions given will provide a practical, common sense approach to all oral communication." In several respects the author achieves his goal, although he uses too many pages to present his ideas.

He is on particularly firm ground in his chapters "Background Requirements for Effective Speaking," "Speech Organization and Plan," "Selection of Speech Material," and "Preparing the Speech for Delivery." The reader could wish, however, that the author came to the point more quickly and spent less time in amplifying the obvious. In spite of the frequent belaboring of points, Reager is sound and practical in these particular chapters.

He is less firm in his discussion of voice. For instance, he lists the "basic types" of poor voices as the "same-tone-always" voice, the "apologetic weak" voice, the "chip-on-the-shoulder" voice (whatever that may be!), and the "voice of the martyr." In his attempts to be understood he succeeds in being vague. Further, he offers this bit of doubtful advice: "Generate all power for speech in the diaphragm."

Although he insists that "we should improve the speech we use every day," that most of our speaking is conversation, he devotes perhaps too much attention to such activities as how to preside at a meeting, how to arrange a banquet, how to tell a funny story, how to give a speech of presentation, of welcome and farewell, and of eulogy. Important as these aspects of speech making may be, Reager seems to have given them undue emphasis.

In spite of such faults as over-amplification and over-emphasis, the book has merit and could be read with profit by a student of public speaking.

Apparently, however, it is not intended as a text book for a speech classroom, but rather as one of the popular self-improvement books of the "you too can be a successful speaker" type, approaching the "how to win friends and influence people" philosophy. A business man with little academic speech background would perhaps find the book valuable. The frequent lists of do's and don'ts, the stress upon rule of thumb techniques for the platform have the flavor of the "how to do" handbook.

Reager declares that his book is the product of having listened to some 200,000 student speakers in the course of thirty-five years' teaching of speech. The result, inevitable perhaps, is his stress upon techniques. Those techniques, as outlined by the author, are practical for the most part, and would doubtless be of interest to those more interested in the "how" of speaking than in the "why." In Reager's words, "Everyone can talk well. Everyone can improve his ability to talk well. Good speech is simple, natural, easy. When it is natural it is effective. This book is designed to provide help for those who need and wish to develop this natural ability, to make their speech more effective." Although he sometimes misses the mark, he aims in the general direction of the target.

RAY H. SANDEFUR
University of Iowa

HOW TO PUT YOUR IDEAS ACROSS. By Richard W. Wetherill. New York: D. Van Nostrand Company, 1949; pp. x + 435. $2.75.

This book is number two in a series of three, entitled as a group, *The Dynamics of Human Relations.* Volumes one and three are called respectively *How To Succeed With People* and *How To Get Leadership and Influence.* The work of the author, Mr. Wetherill, has been in the field of business and industrial personnel and adult education. Judged by the book here considered, the entire series is primarily directed toward the large group of men and women in business and industry who seek help in better adjusting themselves to getting along with their fellowmen in general, and in particular, their fellow workers, associates, and employers or employees.

How To Put Your Ideas Across is devoted to oral communication, part one dealing with public speaking in the wide sense of the term, and part two, with persuasive speaking, specifically. Throughout the book the author avoids technical and academic terminology which might serve to confuse the individual who is using the book without benefit of formal instruction. The result is a book, easily read, which presents fairly adequately, and in a clearly organized fashion, the basic processes and attributes of speech. Each point the author makes is generously supported with illustrative material taken, for the most part, from his twenty years experience as a teacher and educator.

Mr. Wetherill's teaching technique is based on progression from the simple to the complex, with each step in the process marked by the addition of a new element. In chapter two, entitled *Getting a Good Construction,* he recommends beginning performances with "the 'single anecdote' type of

speech." Next comes the one-point speech with a personal experience told in chronological order, to amplify, support, or to clarify the point. Following this he discusses organization of the more inclusive speech, i.e., Introduction, Body, and Conclusion.

The author very clearly sets forth his point of view as follows: "The whole system of training is based on elementary devices. Start by practicing the simplest of talk, and you are almost certain of success. Then add one new element of construction at a time, refusing to load yourself with more than you can handle. Reduce each element of construction to second nature by repeated practice, which you can easily do in private conversation, before proceeding to the next step. You can become an effective speaker without ever taking a formal course in public speaking — although any good course will naturally help."

In part two, the same technique is followed. At all times the author utilizes a conversational approach to the study of the speech attributes, and keeps before the reader the thought that good speech is not a highly complicated learning process, but rather an intelligent application of basic common sense principles.

Pointedly then, this book is for the person who feels a definite need for self-improvement in speech. It would not be suitable as a text in a basic, academic speech course, since it does not attempt to cover areas other than public speaking and persuasion. On the other hand, it can be very valuable to the teacher of basic speech as a reference to furnish suggestions of procedure for introducing the study of speech to beginning students.

EARL G. HOOVER
Kansas State College

PUBLIC SPEAKING WITHOUT FEAR AND TREMBLING. By Mark Hanna. New York: The Macmillan Co., 1949; pp. 166. $2.75.

This is a popularization that seeks to give the key to successful speaking in six chapters totalling one hundred and sixty-six pages.

Professor Hanna concentrates his fire, as is necessary in so short a book, on two concepts. The first is indicated in the heading of Chapter I, "If you want the happy clatter of applause, you must know what audiences are interested in." The primary emphasis of the book is on these interest factors which Professor Hanna calls "the fundamental appeals for attention." Every chapter starts with a discussion of one or more of them. Crime, love, money, nature, people, adventure and the familiar are among the fourteen fundamental appeals discussed and illustrated at length. The illustrations are chosen to show how these appeals may be utilized in a great variety of speech topics.

The second concept of major importance is introduced in Chapter II, "How to have a smash beginning for your talk," and is more fully developed in Chapter III, "Use concrete words if you want to be a popular speaker."

To the reviewer this seems the best chapter in the book. The contrast between the abstract and concrete is well drawn and vivified by a wealth of good illustrations.

The remaining chapters deal in turn with "How to put your talk together," "How to deliver a talk without stage fright" and "You have to make an audience laugh."

The emphasis upon the fundamental appeals for attention seems to result in an unfortunate slighting of other elements important to speechmaking. The chapter on "How to put your talk together," while it contains many practical suggestions on research and note-taking, begins with nine pages on love as a fundamental appeal, and has no comment on the use of outlines or the problems of transitions. The chapter "How to deliver a talk without stage fright" begins with six pages demonstrating that people are interested in themselves. It includes the sound advice that "the best remedy for stage fright is adequate preparation," but the whole topic of delivery is disposed of in six pages. The final chapter, which deals with humor, continues the pattern with ten pages of discussion of "the folksy," the familiar, adventure and social problems as fundamental appeals for attention before the topic of humor is introduced.

Teachers of Speech will evaluate the book as a popularization. It presents and illustrates well both interest factors and the need for specific and concrete language. On these topics teachers will find many useful classroom illustrations. Its preoccupation with these two subjects excludes adequate treatment of other important problems of speech such as types of speeches, organization, delivery, voice and articulation.

VICTOR M. POWELL
Wabash College

BASIC PUBLIC SPEAKING. By Paul L. Soper. New York: Oxford University Press, 1949; pp. xxi + 394. $2.50.

Basic Public Speaking, according to Mr. Soper's foreword, "presents no radical departure from the main currents of textbooks written for the standard beginning course in public speaking." Further, the point of view, organization and method conform "substantially with present practice."

This text suits the description of it. Orthodox in every way, the book holds no surprises for the reader who scans the table of contents. Chapter headings indicate the nature and scope of the book: principles of speech; the beginning speeches; selecting the speech subject and aims; finding and recording materials; outlining; working the materials; physical behavior; voice; pronunciation and articulation; planning the informative speech; motivating the audience in persuasive speech; planning the persuasive speech; language.

Appendix I presents a "handy reference" on microphone speaking, and materials on group discussion and parliamentary procedure, since "students

who take no more than beginning courses should perhaps have a ready means of acquaintance with this form of communication." Appendix II submits "short selections of prose and verse for oral practice." Several model speeches are presented in Appendix III.

In Chapter II Mr. Soper deals, successfully this reviewer feels, with one of the persistent problems of public speaking textbook makers. What instruction should be given the student for his beginning speeches "before he has had time to study in detail the multiple aspects of speech preparation and presentation"? Chapter II "contains brief and simple suggestions for the beginning speeches of the course." Thus the student can begin his speaking without being confused by numerous new ideas over which he is not yet the master.

Mr. Soper believes that *Basic Public Speaking* meets the following requirements for a public speaking text: 1) that it should be brief, selective, and compact; 2) that it should emphasize composition rather than voice training; 3) that it leave refinements of psychological methods for more advanced courses; 4) that it maintain a balance between training in informative and persuative speaking; and 5) that its content be precisely organized, yet liberally illustrated.

That the author has written a "brief, selective, and compact" book few will doubt. Whether the compactness has been achieved at certain points in the text at the expense of clarity and thoroughness is a question which persisted throughout this reviewer's examination of the book. Many items are given the status of main heads, or sub-heads, yet receive fewer than six lines of development. We are told, for example, on page 39 that the second job in the informative speech is "to answer the questions aroused to the listener's satisfaction." To assist us in accomplishing this end, we are given one negative injunction: "You should not, for instance, tackle a talk on *How the Atom Is Organized* until you can find a means of making this complex matter clear." On pages 20 and 21 we are given four suggestions for developing self-confidence. They are given three, six, eight, and ten lines of development respectively. The rules are here, but rich, full development is lacking.

Those teachers who believe that beginning students should be given a solid understanding of the psychological foundations of public speaking may feel that Mr. Soper has left far more than simply "refinements of psychological methods for more advanced courses."

Such all-important matters as the stimulus-response pattern in public speaking, circular response, attention, and perception receive either inadequate consideration or are omitted altogether.

Speech is defined in terms of the speakers, rather than in terms of the reaction sought. We are told, page 5, that the "main function of speech is to communicate," and that speech results from two causes, or a combination of them: "the urge to express a feeling, and the urge to communicate an idea." This concept ignores, in the estimation of the reviewer, the social control function of speech, and centers the students' attention upon himself rather than the arousal of particular meanings in the minds of particular hearers. Further, speech, it is implied, actually transfers ideas from speaker to listener. The student is not told that his aim should be to set off the desired

reaction in the mind of the listener, and that nothing is actually transferred from him to his listeners. To the reviewer, such fundamental principles are not "refinements," and should definitely be an integral part of the beginning course in public speaking.

Basic Public Speaking is a "precisely organized text." Clarity is one of its great strengths. The student will find its plain, lucid style readily comprehensible. Illustrative materials have been wisely selected. The teacher who is looking for a broad treatment of traditional materials, written for the student, will find Mr. Soper's book worth examining.

A word should be said about the attractive format, and make-up of the book. They are in keeping with what readers have come to expect of Oxford University Press books. Between the well-designed covers of the book, the reader finds clear, readable type upon an uncrowded lay-out.

COLE BRENBECK
Manchester College

HANDBOOK OF PUBLIC SPEAKING. Revised Edition. By A. R. Thompson. New York: Harper and Brothers, 1949; pp. xix – 177. $1.50.

The first edition of Thompson's Handbook is known to many teachers of speech as a brief, comprehensive text on public speaking which contains concise definitions and brief explanations of as many phases and details of public speaking theory as the average text book three times its size. One of the book's most popular features has been a system of symbols for speedy cross-reference to related topics and exercises.

The revised edition has been largely rewritten and somewhat expanded. New material includes sections on speeches for special occasions and the "inductive" type of outline, as well as additional information on logic and fallacies. The section on errors of grammar, as distinguished from problems of language usage, has been dropped. The cross-reference system of enumeration has been simplified and the exercises have been increased and made more specific. The order of topics has been modified: the resultant arrangement brings into sharper focus the influence of classical theories of speech-making. Consideration of the traditional factors of speech, speaker, audience and occasion is clearly evident and the major divisions of the book are closely related to the classical concepts of selection of ideas, arrangement, language usage and delivery.

Those who are familiar with the first edition will quickly recognize the outstanding features of this work: 1) the inclusion of a surprisingly large number of details of speech-making theory – from the deprecation of plagiarism to the use of the enthymeme; 2) a clear concise, simple style; 3) excellent exercises which are keyed to every major topic of theory presented; 4) brief but pointed illustrations of general principles. The brevity of treatment may be a desirable feature in the estimation of some teachers; it may be regarded as a limitation by others. The question of the pedagogical

value of a large number of sharp, incisive statements presenting a broad overview as compared with a longer, more completely detailed and humanized treatment is a question which must be decided by each individual teacher according to his needs and abilities.

The limitations of the book must be evaluated in terms of the purposes for which it is to be used. If one were to use this source as the sole textbook in a beginning speech course, it might seem that there is little advantage in brevity of treatment, if not a definite disadvantage. A second possible limitation is the slight treatment given to expository speaking in favor of argumentative and persuasive speaking. The classical "purposes" of speech-making are listed (p. 6) with the notation that "detailed study of speeches for special occasions, involving practical application of various purposes (one of which is to inform) will be found in Chapter 5." However, Chapter 5, "Speeches for Special Occasions," is essentially limited to description of the special occasions and lacks the detailed study of practical principles promised, at least with reference to the purpose of exposition.

Those teachers who desire a very brief but comprehensive text with a major emphasis on the principles of argumentative speaking will be pleased with the revised edition of Thompson's *Handbook of Public Speaking;* all teachers of the beginning public speaking course will find it to be an exceedingly useful supplementary source.

KIM GIFFIN
University of Kansas

BASIC TRAINING IN SPEECH. Brief Edition. By Lester Thonssen and Howard Gilkinson. Boston: D. C. Heath and Co., 1949; pp. 249. $2.25

This book is divided by the authors into four divisions. There might be some questions on the part of some individuals as to whether the divisions are placed in their proper relationship. There should be no problem resulting from these divisions because the book could be used in a different order if an instructor cared to handle it that way. The authors have successfully reduced the size of the basic text in public speaking to one which will be more readable and, at the same time, cover adequately all of the elements in the course which are required in a fundamentals of speech class.

They have attempted to utilize the student's basic background in developing his training, which is definitely a training of the complete personality. The fact that we have all had experiences which serve either as an asset or liability to effective speaking is given definite consideration. The social adjustment of the individual is considered with the various phases of experience which may have influenced his adjustment.

The entire first section is given over to what might be considered the psychology of adjustment. If there is any criticism which should be directed against this part of the text, it should be on the side of insufficiency rather than too much of this type of material.

The second part of the book deals with the basic habits which are necessary in the production of speech. The authors concern themselves with visible symbols of speech and make rather pertinent suggestions as to methods of practice to improve one's ability in making the speech sounds. Some attention is given to the individual habits possessed by many which have to be broken down or changed.

Part three deals with the technique of speech composition and occupies approximateiy half the pages of the book. There is general agreement in the majority of texts as to the technique to be presented in speech composition. There seems to be sufficient material in this text to answer the demands of any student. The attempt to get on a common level with the student's experience seems to be a definite desire of the authors. A student who reads this section should be able to make the necessary application of the techniques. The sections on research and analysis seem to be especially good.

The part numbered four dealing with the adaptation to speech occasions gives the student a working idea of oral reading, debate, discussion, and radio speaking. Since no course can be expected to handle all phases of the basic training in speech adequately, this is probably all that is necessary. The emphasis which is placed on Part I and Part II seems more important than the other two parts because most texts resort to too much materials on social adjustment and the basic habits. This tends to confuse the student. The student is either bogged down by a great amount of reading which causes him to lose sight of the important ideas or else he is given this material in language he does not understand.

The teacher of speech can get worthwhile information from this text because it seems to place emphasis in the right places. The student can get great benefit from this text because it places the emphasis on the student as well as on proficiency in speech making. Many people lose sight of the fact that the student is the personality who is being taught. We need to give more emphasis to this fact rather than becoming lost in a splendid technique which fails to reach the student.

SHEROD J. COLLINS
Northeast Missouri State Teachers College

HOW TO TALK MORE EFFECTIVELY. By Jean Bordeaux and T. W. Tanaka. Chicago: American Technical Society, 1949; pp. x + 218. $2.75.

The preface for *How To Talk More Effectively,* was written by Floyd L. Ruch, chairman of the psychology department of the University of Southern California. In it Ruch claims: "Since the vast majority of communications in business and social life takes place through speech, an authoritative and readable treatment of this subject is greatly needed. Dr. Bordeaux has met this need with *How To Talk More Effectively.*"

This statement by Ruch is certainly true. Bordeaux has given much more than a textbook for the classroom. It is authoritative and factual

enough for any teacher or student of speech. At the same time it gives to the person just beginning a study of speech, or one that must study by himself, techniques and aids in a manner easy to understand and to practice.

The table of contents for the book lists such headings as: Leaders Must Speak Effectively, The Most Important Person In the World, Making The Most Of What You Have, Mend Your Speech Lest It Mar You, On Making Introductions, Don't Argue: Persuade, Leave Them Laughing, Relearning Our A.B.C's, The Microphone Is Your Friend, You Are Selling All The Time, Town Meeting Techniques, The Interview, Conference And Pep Talks, Informative Talks, Telephone Techniques and What Are You Going To Do About It.

A second glance at this list will show that the subjects covered deal with the situations and problems that most people meet in their everyday business and social life. An attempt to cover so many different occasions necessarily limits the detail that may be given to any one particular heading. Bordeaux has, to a large extent, overcome this difficulty by a selection of basic material and by his frequent use of practical, down-to-earth examples for explanation. Another real aid that is to be appreciated by anyone using the book is the use of "speech situations" that follow each chapter. These actual situations are invaluable to the student and instructor who use the book as a text. They are of equal worth to a person using the book as a reference or self-study guide.

The text of the book contains several aids for quick reference. Subheads, usually at least one per page and many times two or three, lend to its value for those seeking ready information. Also in the table of contents, these sub-heads are listed, and the reader need waste little time finding what he is looking for.

Through the use of very well drawn cartoons, the author has made his book live. Almost ninety drawings, or nearly one for every other page, along with twelve actual photographs, illustrate the points made in the text in a manner seldom found in such a book. These sketches and pictures, while certain to be appreciated by the instructor if used as a classroom text, will aid the student or reader greatly and also add much to meaning, as well as arouse further interest in the subject.

This book throughout is well written and well organized. The chapters may be read in any order because in themselves they are a complete thought. Even the more factual and technical aspects of the speech situation are presented in such a way that their meanings are clear to any reader.

Bordeaux has given five pages of words frequently used and heard, but seldom pronounced correctly. The correct spelling is given in the first column, the correct pronunciation in the second, and a common rhyme word is given in the third column. There are some two-hundred fifty words dealt with in this manner. Whether used for reference or as an actual aid in pronunciation for practice, these lists will be very helpful.

The influence of the Dale Carnegie "type" writing and instruction is easily seen in this book. This may be quite easily explained. Bordeaux has been an instructor for some thirty-five years in shops, factories. conference

rooms and university classrooms. He also for a time was Associate Dean of Faculty for the Dale Carnegie Institute. The charge made against many books of this type, and they deal only with the exterior speaker and not the man himself, does not hold in this case. The author goes to some length in order to get the reader acquainted with himself.

Taken together, this book should be very helpful to people in all walks of life. It should be of especial value to business leaders, labor leaders or others active in public life. It could well serve as a general speech text for an introductory course in public speaking.

W. R. White
Bradley University

DEMOCRACY THROUGH DISCUSSION. By Bruno Lasker. New York: The W. H. Wilson Co., 1949; pp. xvii + 376. $3.50.

According to the author, "The purpose of this book is indicated by its title. The word democracy is not dragged in to give a nimbus of significance to the technical study. The book is concerned essentially with democracy as a way of life."

The author's purpose is carried out quite well. In Part I, which the author chooses to call "Need and Opportunity," he considers first the subjects of democracy as a way of life and then social thinking. After this introductory material, the organization and preparation for discussion are fully covered. Part II, called "Social Dynamics," according to the author, "Deals with the relation of group discussion to the thought process itself." Part III deals with "A Reasonable Discussion Procedure."

This book attempts to consider all phases of discussion in various aspects of life and bring them together into one volume. Much of the material, especially that on Social Dynamics, has been presented in an interesting fashion.

The good features of this book are also responsible for some of its weak features. The attempt to make the book very comprehensive has caused some of the material, particularly at the beginning, to be developed in too general a manner. The classroom teacher would like more specific information on the early history. Then, too, the attempt to make it interesting has expanded the book so that one has to read quite a bit to get essential material. Possibly the author gives too much credit to what discussion can accomplish.

In spite of the above criticism, if one wants to get a perspective of discussion in democratic life from one text, Mr. Lasker's text should be read.

Don Olson
University of Nebraska

THE HUMAN NATURE OF PLAYWRITING. By Samson Raphaelson. New York: The Macmillan Co., 1949; pp. viii + 267. $4.00.

Most books on playwriting are of the kind you refer to frequently but seldom read straight through for enjoyment. Samson Raphaelson's *The Human Nature of Playwriting* is an exception. To read it is both pleasure and stimulation but it may be that you will still go on referring to the others.

The publishers, in their advertising, have given the impression that the book revolutionizes the teaching of creative writing. While this may increase the sales of the book it is hardly fair to Mr. Raphaelson, who makes no such pretensions. Indeed, from the compact introduction to the brief farewell the reader must surely be impressed with the author's honesty, humility and commonsense. Mr. Raphaelson regarded the experience of teaching for a year at the University of Illinois as an exciting adventure and not for a moment did he visualize himself as an educational reformer. His methods have been used before and will be again by every teacher who values human nature above technical dexterity. Plays are about people and we are never allowed to forget that fact.

The students in Mr. Raphaelson's playwriting course were encouraged to dig into their own lives for dramatic material, to mine material they understood and about which they felt deeply. They were urged to be honest, to distinguish between the important and the trivial, the true dramatic experience and false theatricalism, and to write copiously and in the heat, revising and cutting afterwards. He bothered them very little with technical matters, though he threw in rather casually some sound advice. He was mostly interested in getting at the heart and into the personalities of these writers and his primary concern was for the essential drama in everyone's experience that cries out to be written.

Mr. Raphaelson gave generously of his time to these thirty students and a teacher of any subject might profitably emulate his easy conviviality, his sympathetic understanding, his unflagging interest and the refreshing absence of pompousness in his teacher-student relationship.

The book is a realistic, almost naturalistic description of all that went on in the class. The result, for readers who have never attended a writing course, is an eye-opener. For readers who have, it is still a good book, for human nature revealing itself is endlessly fascinating. The familiar students are recognizable and every teacher will identify his own among them from the merry, good-natured George to the intense and humorless Merton.

There are perhaps too many student play ideas treated in the book. It might have been more profitable to concentrate on three or four, following their progress in greater detail, producing a work that was less a verbatim report of a playwriting class but something that had the shape and the progression which this book lacks. There was, of course, a great deal of cutting and there is some sense of progression, but one of the exciting things about a creative writing class is the way the more able members of it will try and stumble, try again, stumble again and finally hit on the clue that sets the

work in action. It would have been possible to follow two or three of these in some detail in a book of 267 pages but the inclusion of other students' ideas for plays takes up valuable space and is distracting.

Much of the technical advice on playwriting was given to small groups of students at evening sessions in Mr. Raphaelson's house. More of this in the book, properly channeled and confined to the selected plays would have been interesting and useful.

Mr. Raphaelson is at his best in the summings-up after a discussion of a student play and there is an especially wise passage on "the danger of a fixed idea and yet the virtue of a lofty objective." His comments on ambition, integrity, commercialism and theatrical cooperation make admirable sense and the thirty playwriting students must have ended the course more knowledgeable and mature than when they began. If not even a single one of them becomes a professional playwright, at least two-thirds of them will be more sympathetic audience members for other playwrights and perhaps half of them will be more thoughtful people and their lives will be enriched by the kind of thinking they were encouraged to do in this class.

Since the class is disbanded, you cannot now enroll in it. Reading this book almost gives you the feeling that you have, and that at any moment you may be asked to tell the group your idea for a play. Beginning writers will find this book very helpful. The more advanced will still treasure their John Howard Lawson. But no teacher is so advanced that he cannot profit from a study of this relationship between a man and his students.

RONALD E. MITCHELL
University of Wisconin

PLAY PRODUCTION AND DIRECTION. By C. Lowell Lees. New York: Prentice-Hall, 1948; pp. xiii + 311. $5.00.

Play Production and Direction by C. Lowell Lees deserves, in my opinion to be placed well at the top among the textbooks dealing with the basic principles of the director's responsibilities in selecting and preparing a play for production. The book will prove to be an excellent text for college students enrolled in a course covering the first principles of directing. Also, the high school dramatics teacher will find the book extremely valuable as a guide to the numerous processes involved in producing a play. Although the book covers practically all the aspects of production, it does so from the viewpoint of the director.

Dr. Lees has divided the contents of his book into five sections as follows: The Period of Selection, The Period of Preparation, The Period of Growth, The Period of Construction, The Period of Integration and Production. In evaluating these sections in regard to their usefulness to the beginning director, it is my estimation that the first and second sections are the most valuable. The section on construction suffers, as one might expect, from the attempt to discuss in approximately seventy pages, the entire scenic

process of play production from construction and painting through make-up, costuming, properties to lighting and sound. I hasten to add that even in this section, the author has done a remarkable job of separating the "chaff" from the "grain" and has managed to present a clear, pertinent and well-balanced discussion of the methods and techniques involved in mounting a play on a stage.

Numbered among the book's commendable features are:

First, it is written with a practical and common-sense approach to the director's problems and obligations. All of the material is workable and readily usable in meeting production problems.

Second, the summaries, problems of application and well-selected bibliographies at the end of each section add considerably to the value of the book as a text for basic courses in play direction and production.

Third, the book is free from padding in that the author has avoided an over-use of exercises, photographs and sketches. All of the graphic illustrations have been discreetly selected and are relevant to the discussion at hand.

Fourth, Dr. Lee has presented his material in a precise and vivid literary style. He goes directly to the point in each instance and does not become involved in extraneous discussions of academic theories.

Play Production and Direction is a sound, practical and stimulating text book covering the entire process of producing a play from selection to final curtain. Dr. Lee's ideas make sense to me. He has written his book with authority, and good judgment.

University of Nebraska
DALLAS S. WILLIAMS

HOW TO SPEAK THE WRITTEN WORD. By Nedra Newkirk Lamar. New York: Fleming H. Revell Co., 1949; pp. 175. $2.50.

The avowed purpose of *How To Speak the Written Word* "is to help you read naturally." According to the author, the material has been tested over a fifteen-year period by the men and women in her classes and "has been found satisfying and practical." Certainly as a workbook in the hands of a competent teacher, the book might very well prove useful, but like all writing which proposes a method that will work for everyone, it must be approached with care. Experienced teachers looking for new ways of saying old things could accept the suggestions presented for matter-of-factness. These might also be helpful for the mature student willing to transfer the given analyses to his reading material.

In these pages the author expresses belief that oral reading has a place in society. Furthermore she shows familiarity with "literature of power" and with a reader's practical problems. In so brief a work much has to be omitted. Miss Lamar has chosen to omit the rhetorical aspect except for some discussion of contrast and figures of speech. What she has to say about rhythm is sketchy. She has also ignored the importance of *whole* meanings.

What Gertrude Johnson and Sara Lowry so admirably present as the union of form and spirit in art is not even alluded to. The dominant method of the book is to proceed from the outside in, rather than from the inside out. Perhaps any book professing practicality as its chief aim must deal with the surface, for certainly it is impractical to demand the why's. Such questioning impedes facility. Can practicality alone, then, be justified as a goal when meaning is impoverished?

The author insists that meaning is dominant in her "method," yet presents literary passages as grammatical units. The concept of meaning is thus overshadowed and the procedure of assimilation is mechanized. Grammar, not content, becomes our constant guide.

The author has chosen emphasis as the first factor in "speaking the written word." She approaches the matter as many others have before her, discussing contrast, emphasis of the new versus the old idea, emphasis of the implied new or old ideas and the carry-over of meaning. Detailed explanations are carefully worked out. "First timeness" is discussed, and the reader is given sensible suggestions for handling interrupted speeches and parenthetical expressions in order to attain freshness and liveliness. Unfortunately the examples in this chapter are often of mediocre constructions hardly worth reading once, and certainly not worth studying.

The second section, phrasing, deals with the pause rather vividly, The author evidently fails to realize her indebtedness to Thomas Sheridan, whom she paraphrases on the worth of punctuation — and on the errors one falls into if he considers punctuation an infallible guide to reading.

The third division of the book is entitled "How to Read the Bible" and fifty of the book's 175 pages are spent on practical matters ranging from what to do when a fly lights on you to inflection in reading catalogue passages and announcing the books of the Bible. Then follows a brief guide to understanding diacritical markings, with a list of Biblical words often mispronounced.

The author cannot be disputed when she advises: "Let common sense and good taste be your guide"; nor when she says: "As in any other art, however, your techniques must be concealed." But when she states that "many of the ideas and principles in this book are orignial and to be found nowhere else," she must expect strong opposition. The inclusion of an answer book as a key to reading certain passages given as exercises is a novelty today, but it in itself not an unadulterated good. It indicates, as does her talk of "right and wrong" and her use of the word "natural", either intellectual naïveté or dogmatism. There is lack of clarity in her approach to individuality in reading, which is apparently confused in her mind with perversion of texts.

Another questionable point concerns the matter of rhythm, already mentioned in relation to rhetorical features included in the book. "There is a school of thought that insists that poetry should be stressed according to rhythm and not according to sense, where the two conflict," writes the author. Most writing on the subject of rhythm goes a good deal further and indicates that rhythm in a good poem is part of the sense and not contradictory to it.

I am inclined to believe that the author is talking about meter, rather than rhythm here as in the following:

> If you are reading poetry which is as complicated as that of Robert Browning, it is almost necessary to rewrite it into the natural or prose order; then practice reading it in that form. See which words are emphasized and which are subdued. Then when you read it again in its verse form, stress and subdue the same words, even though the rhythm may call for different handling.

Might not "meter" substituted for "rhythm" make this passage more acceptable?

As has been mentioned, the book is a convenient reference for a teacher looking for simplicity and concreteness in presentation. It may remind him to be forthright and everyday in his teaching. Yet the book could hardly be used by the typical student, who is as a rule not grounded in grammar and would flounder in the technical break-down of the illustrative sentences. For the person who can understand it, such a book is hardly necessary; for the one who might need it, it is hardly adequate.

Perhaps the greatest weakness is the author's assumption that the book, if followed assiduously, will be sufficient to make a reader of anyone. Assuredly reading well is more than the mastery of a few grammatical forms. Many factors need be attended to — so many that the beginner is unbelieving of the subtle thought processes which form the basis of all intelligent and intelligible reading. Miss Lamar fosters this blissful ignorance by briskly assuring her readers that her book is the key to their reading success.

Wilma Horrell Grimes
University of Oklahoma

THE ART OF GOOD SPEECH. By Dwight Bolinger and Ralph Weiman. 4 v. Philadelphia: Russell Press, 1948; pp. 159. $9.50.

Four handbooks and four unbreakable records form the self-teaching course in correct pronunciation and effective speech edited by Dwight L. Bolinger of the Spanish Department of the University of Southern California and Ralph Weiman, Former Chief of the Language Section of the War Department.

The authors indicate that while usage determines acceptable grammar and pronunciation, linguistic conventions of the moment are important. Their point of view is that dictionaries record rather than dictate acceptable pronunciation. The goal of their course, however, is to help student recognize conventional pronunciation as recorded by dictionaries. Sixteen distinctive vowel sounds and twenty-four consonant sounds are explained by the equivalent Russell Pronunciation Key. To students familiar with diacritical markings or with the International Phonetic Alphabet, this additional key is probably more confusing than helpful. A comparison of the pro-

nunciation of fifteen words as recorded by three American dictionaries and three British dictionaries is interesting but provides no real instruction for the student. The authors stress the importance of observing what good speakers *say*. To this end the recordings which encourage ear training are valuable.

In Handbook I the philosophy of what acceptable pronunciation is and how it can be attained is sound. In a few short pages, a superficial analysis of what makes effective speech covers a discussion of hackneyed expressions, monopolization of conversation, vivid vocabulary, regional pronunciation, and speech as an index to personality. Handbook I closes with an explanation of how to use the list of about 600 words in conjunction with the accompanying recordings. The use of visual and auditory impressions for learning purposes is commendable. The authors, however, do not reveal how they ascertained the words most frequently mispronounced. They do say that the majority of words are those which people hesitate to use in speech because of uncertainty of their pronunciation.

Handbook II discusses spelling and regional variations in pronunciation. The advice that the student should endeavor to find the source of difficulty in each word is sound but no directives for doing so are given. The authors also fail to tell how they determined the list of about 500 most frequently misspelled words. In a few instances, it is questionable how frequently words like *sarsaparilla* and *naphtha* are used.

Handbook III is concerned with enriching the student's vocabulary The authors stress the importance of learning the meaning of "eye words" often met in reading but seldom used in speech. Students are urged to find the meaning of words listed, to study the spelling, and to observe pronunciation marked by the Russell Pronunciation Key. The weakness of a study of words out of context is apparent here as in any vocabulary building exercise.

Handbook IV is composed of tests on pronunciation as well as directions on how to obtain evaluation scores. The tests consist of two choices of pronunciation marked by the Russell Key, one of which is incorrect and one which is acceptable.

To teachers and students familiar with the IPA or with diacritical markings, the Russell Pronunciation Key is only an additional burden. The recordings which supplement visual impressions provide a helpful device for ear training.

Margaret L. Wood
Northern Illinois State Teachers College

GENERAL SPEECH: AN INTRODUCTION. By A. Craig Baird and Franklin H. Knower. New York: McGraw-Hill Book Co., 1949; pp. ix + 500. $3.50.

Professor Baird's first text book concerned with the beginning course in speech would be an event for that fact alone. His contributions to con-

temporary rhetorical theory and criticism, to discussion and debate, are of such a stature as to make any publication in which he has a part a distinguished event in speech education. Combine his abilities with the long-recognized thoroughness and care that has characterized Professor Knower's research and teaching, and it becomes even more apparent that *General Speech* is a work each of us will want to study thoroughly, whether or not it meets the peculiar needs of individual courses we may teach.

The authors are avowedly writing for those college students who plan to take only one speech course. Although the text fits admirably into a course introducing a student to the whole area of college speech, it is centered on speaking for general education.

Some of us may feel that the book is almost too impressive in size and thickness (500 pages and one pound, 12 ounces), but it is good to be reassured that this is no book relying on a few simple rules or tricks to train the crude freshman into the glib sophomore in a few short months. The authors attempt to build the speaker to his task by emphasizing first, social adjustment, then the improvement of specific speech skills, and finally the awareness that all of effective speech is dependent upon the development of ideas.

As might be expected from the authors' backgrounds, the sections on Organization and on Argumentative Speaking are particularly thorough. It is a surprise, however, to see the detailed discussion of the speech to inform until one realizes that many of the concepts and illustrations seem actually those covered in many texts on the speech to persuade. Some readers also may feel that too much of the material on outlining and evidence implies the acceptance of rather rigid debater's standards, but this adherence should produce logically sound speeches at any rate.

Of special value are the projects and problems at the ends of each chapter. Whether or not a particular instructor wishes to use them all — or, indeed, any of them — they suggest procedures and avenues of approach which should lend variety and interest to the class.

More detailed analysis of the book might seem to be in order, but this reviewer hesitates for one very practical reason: *This is a book which should be examined carefully by anyone now teaching or planning to teach a beginning college course.* From those reviews will come a concept of the eventual place in the contemporary rhetorical scene which the book is destined to fill. *General Speech* is in no danger of inattention. It will not be overlooked.

Warren Guthrie
Western Reserve University

PUBLIC SPEAKING FOR BUSINESS. By William G. Hoffman. Third Edition, Revised and Enlarged. New York: McGraw-Hill Book Co., 1949; pp. xiii + 412. $3.50.

Here is the third edition of a book first published more than a quarter of a century ago. It has grown from the original ten chapters to its present nineteen. Excerpts from the author's preface to the first edition give an

understanding of his approach to the problem of teaching and learning public speaking:

> The speech is inevitably the reflection of the man. This book stresses . . . the need of enriching and developing the whole mind . . . the ideal speech, even when it is concerned with the generalities of life and character, is practical in purpose and technical in means. The public speaker must have a vocational skill. He must take his audiences as he finds them and hit a given target with the first shot. . . . He must be steeped in the best methods and devices of current practice. Confident, intelligent practice is the chief means of developing speakers.

This author has steadfastly maintained his basic approach, the only shift in point of view being a change of emphasis. The third edition is more definitely aimed at the college student in the public speaking class, whereas the earlier editions seemed more definitely directed toward the individual adult businessman who wished to improve his ability as a speaker.

One finds much more extensive deletions, substitutions and additions of material in this text than are usually found in a "revised edition." The text has been thoroughly re-worked and greatly improved in the process. Numerous paragraphs which were worthy and did not appreciably help to clarify the points they were meant to develop have been deleted. Also, in some cases, quoted material has been whittled down to make the quotations more succinct. For example, on page 8 is a quotation from William James, consisting of just six lines. In the previous edition, these six lines which do a good job of pointing up the idea being discussed, were buried in the middle of a quotation thirty-eight lines in length. Such deletions, which have the effect of streamlining and pointing up the text, are all to the good.

Also to the good are substitutions of new materials for old. Many exercises and suggested topics for discussion have been replaced by more timely ones. Likewise, many sample speeches found in the second edition have been removed, and in their place we find more recent and, generally, more effective samples. However, it is interesting to note that such substitutions have not been made merely for the sake of incorporated recent speeches, for many of the older speeches have been retained. It appears that these were retained because they still stand as good examples of the particular points they were meant to illustrate, and nothing would be gained by replacing them

Much new material has also been added. This has resulted in the expanded treatment of some previously presented ideas as well as the inclusion of some wholly new phases. For example, what appeared in the second edition as Chapter II, "Composing the Speech," has now been developed into five separate chapters, II - VI, inclusive, which more adequately present the problems involved in this phase of speechmaking. In addition, four new chapters have been added: X, "How to Listen;" XVI, "Conference and Round Table;" XVII, "Humor in Public Speaking;" and XIX, "Radio Speaking." Unfortunately, however, one chapter from the previous edition has been dropped entirely. This was entitled "A Few Notes on Grammar," and con-

tained a wealth of valuable advice. With this one exception the changes effected have resulted in improvement of the text.

While this reviewer's impression of the text is, on the whole, very favorable, there are some features which merit criticism. One of these is the failure, in several instances, to give credit for source material. In the previous editions, for example, credit was given to Phillips for the original concept of "The Impelling Motives." In the present edition this concept appears, in a somewhat re-worded and expanded form, with no mention of the source from which it originally came. This I consider an unfortunate omission. Certain inaccuracies are also to be noted. Perhaps the most annoying of these occurs when the author says, as part of his explanation of breathing, (p. 295) "You inhale and fill the porous sponge-like lungs, which then press down upon the diaphragm. . ." Such a statement, in direct contradiction to basic laws of physics and anatomy, is hardly to be condoned. It is particularly unfortunate when it appears in a book which is, on the whole, of such excellent quality. Finally, there is a serious weakness due to the inadequacy of the index. An entire chapter of the text is devoted to sources of material, and yet no reference is to be found in the index under either material, sources, gathering material, books, periodicals, libraries, reference works or any other heading which this reviewer could conjure up. The only entry is "Fact Finding," which is the title of the chapter. We also find that "Organizing the Speech" covers forty-three pages of the text, but that the only index reference to all this material is to be found under "S" — "Speech, organizing the." Obviously, a more complete index would greatly enhance the value of the text.

On the whole, however, this is a very satisfactory text. The basic point of view is sound and the book contains a wealth of usable material covering the various problems involved in teaching and learning public speaking.

KARL A. WINDESHEIM
University of Illinois

THE LANGUAGE OF WISDOM AND FOLLY: BACKGROUND HEADINGS IN SEMANTICS. Ed. Irving J. Lee. New York; Harper and Brothers, 1949; pp. xxii + 361. $3.00.

The purpose of this collection of readings may be given in the words of the author: "What is proposed here is a way of looking at the talk situation in terms of the relationship of three of its most important aspects — the non-language matter being talked about, the character of the evaluations involved in the talking, and the language itself." — "This emphasis takes us from a concern with the language as such to the language situation ——." The point of view is presented in approximately 75 selections which range in scope from a personalized account of some of her language learning experiences by Helen Keller to a report of an experiment on the effect of language on the reproduction of visually perceived form. The author points

out that the selections are merely a sampling, that they do not in any sense cover all the issues and areas involved, and that they cover only in an elementary way even those issues which they present.

The Language of Wisdom and Folly brings together many points of view of many people culled from a vast amount of material. Though not exhaustive in their coverage, they touch on many challenging problems. In the opinion of this reviewer, the selections are presented primarily to arouse interest, thought and further investigations. The direction of the thought promoted and the extent to which any particular selection will be of interest will of necessity vary from person to person. But if those of us who are working in speech should have a live and dynamic interest in language and its functions, a truth which this reviewer holds to be self-evident, Irving Lee has made a real contribution by editing the materials of this book. His introduction gives a clearly presented and helpful orientation of what he is trying to do and, what is probably more rare in introductions, a forthright statement of the limitations of what he has done.

E. H. Hendrikson
University of Minnesota

NEWS AND NOTES

EARNEST BRANDENBURG, *Editor*

FORENSIC ACTIVITIES

UNIVERSITY OF KANSAS: The Kansas State Debate Tournament for high schools was held at the University of Kansas, January 28-29.

PURDUE UNIVERSITY: Purdue University was host to approximately 1,100 Indiana high school students who attended the Seventeenth Annual Indiana High School Debaters' Conference December 2 and 3. The students represented 118 Indiana high schools. 104 of the schools had representatives in the Legislative Assembly, a part of the conference program which is designed to give practical experience in legislative operation. Governor Henry F. Schricker and Mr. Dean E. Walker, State Superintendent of Public Instruction, addressed the opening general session of the conference.

LIBERAL (KANSAS) HIGH SCHOOL: The students of Liberal High participated in the following debate tournaments during December and January:

Southwestern College Invitation Tournament
Hutchinson High School Invitation Tournament
Russell High School Invitation Tournament
Bucklin High School Invitation Tournament
State District Debate Tournament
The debaters placed second in the Bucklin Invitation Tournament.

WABASH COLLEGE: Wabash College had its annual triangular meet with Earlham College and DePauw University in March. The question concerned the recognition of Communist China. The cross-examination form of debate was used with an emphasis on audience participation in a question period following the debate.

UNIVERSITY OF SOUTH DAKOTA: High School Debate and Discussion Tournaments were held at the University of South Dakota, January 13-14; 111 students attended, representing twelve high schools: Milbank, Madison, Huron, Augustana, Academy at Canton, Flansreau, Yankton, Tyndall, Washington High School of Sioux Falls, Vermillion, Mitchell, Canton, and Watertown, South Dakota. The events consisted of three rounds of discussion, one of public speaking, one of radio announcing, and four rounds of debate.

The University of South Dakota Debate team received an excellent in oratory, two superiors in radio interviewing, and two superiors in oratory at the Sioux Falls College Invitational Tournament.

South Dakota debaters attended or will attend this year: Morningside Debate Conference, Sioux City, Iowa; South Dakota State Oratorical Contest, Augusta College, Sioux Falls; Nebraska University tournament, Lincoln; National Tau Kappa Alpha, March 9, 10, 11; Kentucky University, Lexington; and the Missouri Valley Tournament.

ST. PAUL CAMPUS, UNIVERSITY OF MINNESOTA: For the first time since the war the St. Paul Campus of the University of Minnesota is being represented by its own debate teams. Mr. David Shepard is directing the activity.

UNIVERSITY OF NORTH DAKOTA: The forensic activities of the University of North Dakota started off the 1949-50 school season with two of its annual speech contests, the King Extemporaneous Speaking Contest and the King Verse Reading Contest. Mr. Clyde Kobberdahl, a junior, won first place in the Extemporaneous Speaking contest with a freshman girl, Mary Austin, winning second place. Nancy Dukes, UND sophomore and Kent Alm, a junior, took first and second place respectively in the King Verse Reading Contest.

The annual University of North Dakota Debate Tournament was postponed due to blizzard conditions. Attempts are now being made to re-schedule the event which would include Concordia College, Moorhead State Teachers College, North Dakota A. C., Jamestown College, and the University of Manitoba.

DULUTH BRANCH, UNIVERSITY OF MINNESOTA: Debate is being set up as a regular activity for the first time this year. Teams will be in attendance at the tournaments held at Concordia College, Moorhead, Minnesota; State Teachers College, Eau Claire, Wisconsin; University of Wisconsin; College of St. Thomas, St. Paul Minnesota; and the University of Minnesota. This activity will be expanded as student interest grows.

NORTHERN ILLINOIS STATE TEACHERS COLLEGE: The Northern Illinois State Teachers College of De Kalb, Illinois was represented by twenty-five student speakers in the 18th Annual Invitational Forensic Tournament at Illinois State Normal University, January 13-14. The Northern Illinois team of James Koeller and Bruce Hudson was the only one in the men's championship division to win all five of its debates. Northern Illinois' orators, Arthur Bailey-Murray and Jules Rosenthal, received composite ratings of "Superior" and "Excellent," respectively, and NISTC discussants Charles McNames and Virginia Kirby received ratings of "Excellent." 214 debaters, 80 discussants, and 35 orators entered the tournament.

Fifteen debate teams entered the annual intra-mural debate tournament at Northern Illinois State Teachers College, January 28. The annual Sellke Memorial Oratorical Contest and the local extempore speaking contest were held February 6 and 7, respectively.

February 11, NISTC sent nine debate teams to the tournament at Purdue University and two teams to the Grand Western Tournament at Northwestern University. The Northern Illinois forensic program is under the direction of Paul Crawford and Margaret Wood.

DEPAUW UNIVERSITY: Depauw University will be represented in the State Oratorical Contest this year for the first time in many years. The representatives will be Marie Clark and Bill Brown.

Depauw's Debate Squads are debating several questions this year. A cross-examination and audience participation debate was held with Wabash

College on March on "Recognition of Communist China." Later in March the squad will debate Earlham College, again a cross-examination style, on "Military Aid to Formosa." DePauw's participation in debate tournaments has been at the usual busy pace: eight debaters participated in the Hoosier Tournament at Indiana University on January 14 and four at Illinois State Normal University the same week end. Regner Arvidson and Ray Payne were defeated in the final debate at the Great Lakes Tournament (Bowling Green, Ohio) by an excellent team from Augustana College. Eight debaters represented DePauw at the Eastern Illinois College Tournament on February 4th.

The third annual Delta Sigma Rho debate tournament was held at DePauw on February 18th. It featured three rounds of orthodox debating plus one round of cross-examination style.

State University of Iowa: The fifth post-war intercollegiate conference on world problems was held December 2 and 3 at the State University of Iowa. Events included four rounds of discussion, four rounds of debate, extemporaneous speaking, after-dinner speaking, public speaking, and a parliamentary session. Both the intercollegiate discussion and debate questions were used in their respective events. Participating schools included: Chicago, Denver, Illinois, Indiana, Kansas, Marquette, Michigan State, Minnesota, Missouri, Nebraska, Northwestern, Notre Dame, Oklahoma, South Dakota, Wichita, Wisconsin, United States Military Academy, and Iowa. Northwestern was rated highest in affirmative debate. Wisconsin, Wichita ,Oklahoma, and Kansas tied in negative debate. Ellsworth Kalas of Wisconsin rated superior in extemporaneous speaking. Nancy Gossage, Northwestern, and William Paul, Oklahoma, received superior rankings in public speaking. Bert Tollefson, South Dakota, was judged superior in after-dinner speaking.

Twenty schools have indicated they will attend the State University of Iowa's annual Intercollegiate Forensic Conference on March 3 and 4. Schools planning to participate include: Abilene Christian, Augustana (Rock Island), Bradley, Coe, Cornell College, Drake, Grinnell, Illinois (Chicago Branch), Iowa State, Iowa State Teachers College, Kearney (Nebraska), Knox, Mundelein, Simpson, Sioux Falls College, Temple, Texas Christian, Upper Iowa, Wheaton, and Iowa. Events will include discussion, debate, extemporaneous, and public speaking.

Four Iowa debaters, Betty Jean Peterson, Pat Sloan, Natalie Hennessy, and Louise Bekman, attended the Great Western Debate Tournament at Northwestern, February 11. Other forensic activities on Iowa's second semester agenda include: Nebraska Intercollegiate Debate and Discussion Conference, February 24 and 25; Wisconsin Delta Sigma Rho Speech Tournament, March 10 and 11; Western Conference Tournament at Bloomington, Indiana, March 31 and April 1. A "home and home" debate series has also been scheduled with the University of Missouri. The schools will meet in Iowa City March 16 and in Columbia March 21. The forensic season will be climaxed by the annual recognition banquet at the Iowa Memorial Union, April 18.

PURDUE UNIVERSITY. The third annual Novice Tournament was held at Purdue University February 11, 1950. 164 debaters, representing 24 colleges in Michigan, Ohio, Illinois, and Indiana, participated in the event.

The purpose of the event was to give inexperienced debaters intercollegiate experience. The national debate question was debated in the four rounds of the tourney. Undefeated teams were a Northwestern negative, a Purdue negative, a Bradley negative, a Central Michigan negative, two DePauw affirmatives, a Franklin negative, a Highland Park Junior College (Detroit) affirmative and a Northern Illinois State Teachers College affirmative.

Mr. William Kilgore, of the Purdue speech staff, was in charge of the event.

WASHINGTON UNIVERSITY: The Washington University Debate Council had a busy first semester. In the extension program the team debated before approximately 3300 people on thirteen different occasions with eleven different debaters speaking on six different subjects. The most noteworthy intercollegiate debate was the Oxford Debate held on November 18 at Graham Memorial Chapel before 1000 people.

UNIVERSITY OF ILLINOIS: Between semesters, February 1-10, four students at the University of Illinois accompanied by King W. Broadrick, instructor, travelled through the east to Washington and the University of Virginia. One debating team won six out of six debates at the Great Lakes Area Debate Tournament at Bowling Green, Ohio to enter the semi-finals, where they were defeated by Augustana.

The Debate teams will participate in the Illinois Inter-collegiate Debate League Tournament, March 24-25, and the Western Conference Debate Tournament at the University of Indiana, March 31-April 1.

OHIO STATE UNIVERSITY: The Ohio State Forensic Society, reorganized during the fall and winter quarters, has actively participated in Ohio tournaments during the year. The Women's team tied for second place in the Ohio conference in December, while the men's team won the Wesleyan tourney on January 14. Teams have also gone to the tournaments held by Muskingum, Kent, DaPauw, Marietta, Bowling Green and Capital. In March, both men and women will go to the Big Ten Tournament at Indiana. A Scottish debate team will be entertained on April 4.

The Ohio State Conference on Public Affairs sponsored by the Speech Department will convene on March 30 and 31 at the Deshler-Wallick Hotel. This annual conference will discuss and debate America's Foreign Policy for the coming year.

The Ohio Speech League held its debate tournament in Columbus March 17 and 18. About sixty schools entered contestants in debate, extempore speaking, and oratory. In April the same league held its drama festival where contests are held in poetry reading, play production, and humorous reading.

TAU KAPPA ALPHA: Forty-three chapters of Tau Kappa Alpha are planning to attend the 1950 National Conference at Lexington, Kentucky, on

March 9-11, according to Gifford Blyton, director of the event. Discussion, debate, extempore speaking, and a student congress will be the main business of the conference, with dinners, tours, informal meetings, a model initiation, and business sessions completing the schedule.

A. Westley Rowland of Alma College will be in charge of the debate events; P. Merville Larson of the University of Denver will direct the discussion groups; Julius Prufer of Roanoke College in Virginia will assist at the student congress; and Arthur Tracy of Murray State College, Kentucky, is to officiate at the extempore speaking contest.

DRAMATIC PRODUCTIONS

The DRAKE UNIVERSITY Theatre scheduled three productions during the second semester. The first was *Rebecca* by Daphne du Maurier on February 9, 10, 11. The second was *Dark of the Moon,* March 16, 17, 18. The last production will be on May 11, 12, 13. The play has not yet been chosen.

The Legend of Devil's Gulch written by the Director of University Theatre, Dr. Warren Lee, and *Elizabeth the Queen* will be produced the second semester at the UNIVERSITY OF SOUTH DAKOTA. Blackhills Playhouse and the School of the Theatre plan another big season. A long-term lease of the camp they have been using assures a permanent home for these projects.

ST. LOUIS UNIVERSITY has the following major productions on its play bill:

Song at the Scaffold.....March 9, 10, 11, 12
Revelations of 1950 A student musical..April 27, 28,8 29, 30, May 1

The UNIVERSITY OF KANSAS is presenting the Kansas Players in *She Stoops to Conquer* in many towns and cities throughout the State. The Players carry complete costume, scenic and lighting equipment on their Spring Tour. *Ten Little Indians* and *The Miser* were presented in February.

In the four and a half years of its existence ,the UNIVERSITY OF WISCONSIN Idea Theatre has made notable progress in drawing to an educational focus work with community theatres, the high school drama field, and the entire rural field. All major theatre activity in Wisconsin is now loosely organized within the framework of the Wisconsin Idea Theatre. In 1949-50, the project will serve an estimated 50,000 Wisconsin citizens.

In addition to its continuous functions of offering a broad advisory service, in conducting training schools and classes, in issuing publications, and year-round field service, the Wisconsin Idea Theatre has inaugurated several new significant projects.

A New Plays Theatre has been established on the campus. Sponsored for the theatre people of the state, the New Plays Theatre is designed as a showcase for the trying out of new plays. The first production this fall was *Gopher Wood* by Edward L. Kamarck. In the spring, as part of the national observance of International Theatre Month in March, the New Plays Theatre is planning a script dealing with the impact of the Atom Bomb on the world today.

A research project in rural drama is being conducted in three counties of the state. Feeling that the vast field of rural drama has largely been neglected in the United States by educational service organizations, the Wisconsin Idea Theatre is concentrating intensively on a relatively small area of the state in an attempt to develop new techniques to meet the needs of such groups.

The Senior Play, *One Foot in Heaven* is scheduled for April 4 and 5 at LIBERAL (KANSAS) HIGH SCHOOL.

The University Guild Players of the DULUTH BRANCH OF THE UNIVERSITY OF MINNESOTA presented their annual Christmas program at Nopeming Sanitarium for Tubercular patients, Duluth, Christmas, 1949. They have the following plays on their schedule:

The Glass Menagerie.....March 1, 2
The Hasty Heart.....May 11, 12, 13

The Alpha Psi Omega college dramatic players of NORTHERN ILLINOIS STATE TEACHERS COLLEGE presented *An Inspector Calls* by J. B. Priestley on March 1 and 2, and will present *Over 21* by Ruth Gordon early in May.

Dramatic activities for the spring term in the Department of Speech, Dramatics, and Radio Education of MICHIGAN STATE COLLEGE will be centered in four theaters. The Major Term Play will feature Maxwell Anderson's *Elizabeth the Queen*, under the direction of Don Buell, with settings by Harold Niven. *Tom Sawyer* will be the choice for the Children's Theater tour of eight Michigan cities during April and May. Eleanor Chase will direct, with settings by Dorothy Sargeant. Experimental Theater will present eight original one-act plays, and Studio Theater will stage an Arena Style three-act play. Both of these productions are under the direction of Stuart Chenoweth, with settings done by members of the class in Advanced Scenic Design.

University Theatre, School of Speech, NORTHWESTERN UNIVERSITY has the following schedule of plays for the second semester:

The Playboy of the Western World.....February 28, March 1, 2, 3, 4
The Sea Gull.....April 18, 19, 20, 21, 22
Doctor Knock.....May 16, 17, 18, 19, 20

The nineteenth season of University Theatre, UNIVERSITY OF WISCONSIN, included during the second semester:

Anthony and Cleopatra.....February 10-11, 13-19, 24-25, March 5
The Beggar's Opera.....January 20, 21, 23-29
Easter.....March 31-April 8

Also included in this program is the Young People's University Theatre, which will produce *Peter Pan and Arthur and the Magic Sword*.

The second semester schedule for plays at the UNIVERSITY OF NEBRASKA includes three University Theatre Productions:

The Glass Menagerie.....February 13, 14, 15
Once in a Lifetime.....March 27, 28, 29
A School for Scandal.....May 8, 9, 10

Plays in INDIANA HIGH SCHOOLS: Nappanee Community High School presented *Old Doc, Stranger in the Night,* and *A Song is Born;* and attended two professional productions of Shakespearean plays.

Vincennes Lincoln High School gave *Our Hearts Were Young and Gay, January Thaw,* and *Lawyer Lincoln.*

Lebanon High School gave *Our Town, Bundles for Christmas, The Valiant, Wampus, The Christmas Guest, The Ides of March,* and *I Know George Washington.* One-act plays were presented for local organizations. A number of students attended *Showboat* at the Purdue Music Hall in Lafayette during National Drama Week.

Elkhart High School gave *Arsenic and Old Lace, George Washington Slept Here, Smilin' Through, Idlings of the King, Common Clay, Sugar and Spice, St. Luke's By-Line,* and *Sign of Silver.*

Berne-French High School presented *Meet Me in St. Louis,* February 2.

WYANDOTTE HIGH SCHOOL (KANSAS) is offering a varied program of plays. The third three-act play was given in February, *Years Ago.* The Drama Classes study history of drama for six weeks, one-act plays for six weeks, then six weeks more of history. This is repeated the second semester. The one-act plays the first semester are comedies; the second semester they are serious plays. The instructor is Mr. W. Knapp. The Radio Workshop of Wyandotte has a fifteen minute spot on WHB every Saturday morning at 9:45; Mr. H. Billingsley is the director of this project.

The Wisconsin Player's second semester season at the UNIVERSITY OF WISCONSIN includes:

Sampson, Still Life.....February 28-March 4
The Swan.....March 28-April 1
Peer Gynt.....May 2-6

February 23-25, *You Gotta Be Wrong,* a student written, directed and produced musical was given at DEPAUW UNIVERSITY. Other productions for the year include:

Trial by Jury.....March 16-18
Down in the Valley.....March 16-18
Faculty Follies.....March 23-25
Show Down (series of skits produced in competition by the social fraternities with three divisions: humorous, tragic, or musical)
March 30, 31, April 1
I Remember Mama.....May 4-6

During the second semester of the 1949-50 season, Purdue Playshop, PURDUE UNIVERSITY, has scheduled: *Twelfth Night, Shadow and Substance,* and *Oedipus Rex.* In addition to the regular dramatic season, Friml's *The Vagabond King* will be done in conjunction with the musical organizations

and the dance group. This show, the Harlequin show, will be performed in the Purdue Music Hall.

State University of Iowa dramatic productions for the second semester include:

King Lear.....February 9-18
Shadow and Substance.....March 9-18
Man and Superman.....April 13-22
An original comedy.....May 11-20

Years Ago will be produced by the Senior Dramatic class of Waukegan Township High School under the direction of Miss Avis Youngberg, May 5 and 6.

The Jesters, a working group of students at Illinois State Normal University interested in dramatic production, presented, under the auspices of the University Theatre, for their annual production, *All My Sons*, under the direction of Miss Mable Clare Allen. The All-Unviersity Spring play tentatively calls for *Twelfth Night*.

Second semester dramatic productions for the University of Illinois include:

The Good Woman of Setzuan.....March 15-18
An Enemy of the People.....April 19-22
The Philadelphia Story.....May 5-6, 10-13

Three one-act plays written by students and directed by students, under the supervision of Herbert Kubly will be produced by the Playwright's Workshop for the Contemporary Arts Festival, March 9-11. There will be several productions by the Actor's Workshop and the Showcase Workshop during the semester.

The University of North Dakota has scheduled:

The Way of the World.....March 24-25
Antigone.....May 12-13

The plays for the winter and spring quarters at Ohio State University are *Three Men On a Horse, Beyond the Horizon,* and *Alcestis*. One master's production was given February 11 when Mary Jane Stroh presented *Little Red Riding Hood*. Margaret Webster's company gave two performances of *Julius Caesar* and one of *The Taming of the Shrew* on December 2 and 3; this visit was the second to Columbus.

SPECIAL PLANS AND PROJECTS

Washington University: A new faculty member will be added to the speech staff at Washington University and the Central Institute for the Deaf jointly, next fall. His function will be to initiate courses in correction and to establish a clinic on the campus, and to extend and supplement the well-

known speech correction program developed by Miss Mildred McGinnis at the Central Institute.

University of Kansas: The "Little Theatre" (an experimental workshop at Kansas University) has been completely remodeled, with new lighting and scenery equipment.

Liberal (Kansas) High School: A new auditorium-gymnasium is now in construction for the Liberal High School. This is planned to be completed by November, 1950.

University of Wisconsin: The University of Wisconsin announces an expansion of its forensic program for the next two years financed by a gift of $5,000 from Harry W. Adams, an alumnus of the class of 1900. In announcing the gift, Mr. Adams said: "My years as a student at Wisconsin gave me the opportunity to learn the worth of forensics — especially debating — to the individual and also to society as a whole. . . . I am convinced that the education I received at Wisconsin in forensics . . . is the most valuable part of my college experience."

St. Paul Campus, University of Minnesota: In connection with its communication program, the St. Paul Campus of the University of Minnesota is now operating a "Listening Laboratory." Its function and operation will rather closely parallel that of the conventional reading laboratory.

University of Denver: Television was lauded as a possible wonderful boon to education recently by Professor Russell Porter, head of the radio and TV department at the University of Denver, in a special interview which attracted the attention of the nation's press.

Playing hookey, according to Porter, will become a thing of the past when television comes into the classroom. Subject matter can become so interesting and so clear that the "attractiveness" of school will be substantially increased. The Denver University department head said that it will be only a matter of time before more extensive use is made of television as a means of making learning easier, and presenting ideas with amazing clarity.

Northern Illinois State Teachers College: NISTC will be able to cooperate next summer with the Illinois Division of Services for Crippled Children in offering a six weeks speech workshop. This workshop will afford speech rehabilitation opportunities for children crippled by cerebral palsy, cleft palate, and hearing impairment. The workshop will open on Monday, June 25 and close on Friday, August 5. Approximately twenty children will be in residence during the session.

Plans are being formulated so that these children will be given educational experience in such areas as reading, handicraft, music, recreation and nature study. A number of faculty members and students will be on the staff.

Wyandotte (Kansas) High School: Speech classes at Wyandotte are striving to incorporate the fundamentals of good speech in each assignment; these assignments have varied from telling a favorite childhood story to reading of poetry.

MICHIGAN STATE COLLEGE: Michigan State College is augmenting its equipment in all phases of the activities of the Speech Department. This year it is adding a Maico Research Audiometer in its Clinic, two new turntables, and a Western Electric Console in its radio classroom studio, a R. C. A. playback, and a new 16 millimeter sound film projector for general departmental use. In addition, the department is now in the process of setting up a recording studio for high fidelity recording. This program in audio-visual aids in under the direction of Mr. Clair Tettemer.

UNIVERSITY OF MICHIGAN: The University of Michigan FM station WUOM, formerly located on the fourth floor of Angell Hall, now has the most complete and modern of facilities and equipment in the recently completed Administration Building. The Speech Department has remodeled the studios formerly used by WUOM and has added extensive technical equipment.

The first floor of the Speech Clinic has been renovated to provide for a complete hearing center and research quarters. New electronic sound apparatus has been added. The University is continuing its research program in visible speech in collaboration with the Bell Telephone Laboratories.

ILLINOIS STATE NORMAL UNIVERSITY: The Special Education Building at Illinois State Normal University is nearing completion. The Speech and Hearing Clinics will have classroom, laboratory, and clinical space in this building. Classrooms for all types of exceptional children will be available. The structure should be ready for use by the beginning of the fall semester, 1950.

UNIVERSITY OF NEBRASKA: The staff at the University of Nebraska is currently engaged in studying renovation plans for the Temple Building, home of the Department of Speech and Dramatic Art. The theatre auditorium of the building was condemned a year ago as a fire hazard because of insufficient exits and certain other factors. The building, of sturdy brick structure, is potentially sound and plans are in progress for renovation to make it a modern fire-proof speech building with adequate facilities for the entire department.

DULUTH BRANCH, UNIVERSITY OF MINNESOTA: Offerings of the department of speech have been almost tripled. The department presently offers courses to total 85 quarter hours. Department staff now consists of three: Mason A. Hicks, formerly at the State Teachers College, St. Cloud, Minnesota, as head of the department; Harold I. Hayes, from the University of Iowa, in charge of dramatics; Robert F. Pierce, from the University of Wisconsin, in charge of speech correction.

Present plans call for the department to be housed in a new Humanities building to be constructed within the next three years on the new campus being created for this institution.

Plans are being formulated to organize a Theatre on Tour, which will tour the University Theatre productions to communities and high schools in Northern Minnesota, during the school year. The University Theatre is also formulating plans for a weekly television program from Minneapolis.

STEPHENS COLLEGE: Two large classrooms in the Communications Building have been equipped with ceiling microphones and recording equipment and an adjoining control room. This equipment is to be used by speech classes for recording group discussion and ordinary speaking and by other classes to record class sessions for study by instructors. Two speech practice rooms have been provided, equipped with recording machines and playbacks. Students are instructed in their operation and use them during regularly scheduled speech practice hours. Other classrooms have been provided with blackout shades and wall screens for more extensive use of audio-visual materials in teaching.

DEPAUW UNIVERSITY: The new Union Building at DePauw University, to be completed in September, will house the campus FM station (WGRE). Space has been allotted for a control room, a newscasting and editing room, and two large studios.

DENVER UNIVERSITY: The nineteenth Rocky Mountain Speech Conference at the University of Denver studied methods whereby communicating may be improved to help groups at all stages of their functioning. The Conference was held February 16-18.

Unusual opportunities were available this year to all college and university faculty members attending. On February 11 and 12 the Association for Student Teaching Conference met in Denver. This was followed by the meeting of the Association for Supervision and Curriculum Development of the National Education Association on February 12-15. On February 15-17 the University of Denver Conference on Development of Human and Natural Resources Through Education was held. Of especial interest to Speech Conference delegates were the general programs and work sessions of the Conference on Development of Human and Natural Resources. Professor P. Merville Larson of the University of Denver served as General Chairman of the conference.

STATE UNIVERSITY OF IOWA: A comprehensive television curriculum has been started this past semester at the State University of Iowa. In cooperation with Station WOC-TV, Davenport, Iowa, the university presents one half-hour program a week. Every two weeks the university theater under Professor Edward C. Mabie's direction offers dramatic productions. On alternate weeks university faculty members from all departments participate on discussion round tables under the leadership of Professors Orville A. Hitchcock and H. Clay Harshbarger. Course work is now being offered students in Cinematography and Television. A television workshop, which will feature speakers from principal television stations, is being planned for the summer session in cooperation with the university's Extension Division.

Three week-end conferences in the areas of public address and speech education are planned for the 1950 summer session. One will be concerned with high school discussion and debate and the 1950-51 debate question. Another will be devoted to a consideration of the high school and elementary school curricular and extra-curricular speech program. The third will

be devoted to the newer trends in public address: speech in industry, speech in adult education, speech in international relations.

The speech clinic has announced that two conferences in speech pathology and audiology will be held during the summer session. The first will be a cleft palate conference and workshop, June 22 to 24, which will consist of lectures and demonstrations by staff members in Medicine, Dentistry, Psychology, Speech Pathology, and Audiology. Dr. Eugene McDonald of Pennsylvania State College will be the guest lecturer. The second conference will be held July 14 and 15 on speech pathology and audiology. This conference will consist of lectures, roundtable discussions, and demonstrations featuring distinguished guest speakers.

Waukegan Township High School: Mrs. Melba R. Wixom, speech department chairman, is offering a new one-semester course in Personal Speech aimed chiefly at Industrial Arts and Commercial majors. This is in addition to the full year fundamentals courses that are elective for all above Freshman level.

University of North Dakota: Because of its success last year, the second Summer Speech Clinic for grade-school children will be held again in June and July. Under the direction of Earl L. Miller, the Clinic is held in conjunction with grade-school teachers taking beginning SpeechCorrection courses.

A state-wide radio dramatic writing contest is being sponsored by station KFJM and DIAL (the radio fraternity at U. N. D.), a division for high school students and a division for college and university students. All students in North Dakota are eligible. Prizes are awarded for the winning scripts in addition to being broadcast over station KFJM.

In February, the radio students of U. N. D. will take over and operate a local radio station, KILO, for two days. Students will write copy, announce and present programs, etc. Students will handle the entire commercial schedule of this station for the two-day period.

In April, the radio students, staff of station KFJM, and members of DIAL will sponsor a "Radio Day," with special programs, displays, movies, etc., to give university personnel and students a chance to become more familiar with the overall picture of the radio industry in this country.

Purdue University: The Department of Speech of the University brought Major Charles T. Estes, a member of the Federal Mediation and Conciliation Service, to the campus for three days, February 16 to 19. Major Estes discussed with staff members and graduate students, who are undertaking special projects in the field of conference work, labor-management relations, and related subjects, the problems of communication and building human relations in industry. He delivered a special address, open to the public, February 16; February 17, he discussed various phases of his work as it is related to the teachers of speech at a special meeting of the staff members of the Speech Department.

A summer workshop for speech problems in the secondary school has been planned for a three week period, June 23 to July 12, at Purdue Univer-

sity. The course has been designed for the high school teacher who is called upon to direct extra-curricular activities and the teaching of speech courses. Classes or workshop activities will be scheduled for both morning and afternoon periods.

Members of the university staff who will direct the program of the workshop are Dr. P. E. Lull, Dr. Ross Smith, Dr. N. B. Beck, and Professor Ralph C. Lawson.

INSTITUTES, FESTIVALS, ETC.

Educators, community leaders and professional radio men will participate in the Fifth Annual Michigan Radio Conference, which will be held Friday, March 10, on the Michigan State College campus, East Lansing, Michigan. Key speakers from the three groups will be featured, and a unique discussion procedure is being initiated at this year's conference which the committee believes will facilitate discussion of common problems. The Conference is sponsored by the Department of Speech, Dramatics, and Radio Education, Radio Station WKAR of the College, and Radio Stations WILS and WJIM of Lansing.

Kansas: The Cimi-Ark. Speech Festival was held in Garden City, Kansas, February 22. The District Speech Festival will be held in Dodge City, Kansas, March 22-25. The State Speech and Drama Tournament for high schools will be held at Kansas University, April 4-8.

Drake University will hold its eighteenth state high school and junior college play festival, April 17-22.

A one-day radio conference was held at DePauw University on Friday, February 3. Ten DePauw graduates who are now active in radio returned to the campus for this interesting conference. Subjects dealt with were: musical shows, continuity, television, production supervision, announcing, and women's shows.

A two day conference at DePauw University, January 27 and 28, "Conference on Low Power, Educational FM Broadcasting," featuring a symposium on operating the 10 watt FM station, and an address by Mr. Franklin Dunham, Chief of Radio of the Office of Education.

Twenty high schools attended the University of Iowa Experimental High School's Forensic and Interpretative Reading Institute, January 21. The purpose of the Institute was to offer constructive criticism to participants in the areas of extempore speaking, original oratory, debate, and interpretative reading both prepared and extempore.

The state finals of the Iowa High School Forensic League will be held March 30, 31, and April 1 at the State University of Iowa. Events will include debate, extempore speaking, original oratory, interpretative reading, radio speaking, and a student senate. One hundred schools are enrolled in the League this year.

The Department of Speech of the UNIVERSITY OF OKLAHOMA held its third annual Poetry Festival on February 9 and 10. These festivals are made possible through the Extension Division of the University, which houses and finances speakers and guests.

The program consisted of student readings of poetry featuring regions or tendencies of America. Negro poetry, poems of the West and Southwest, of the prairies, New England, the Tennessee mountains and other areas were presented by high school and college students who came for the two-day session. Another interesting event was a half hour choral reading program prepared by junior high school students during the festival and presented as the final reading hour. These students were chosen because of their interest in poetry and their ability to get meanings and to speak clearly, but they had not seen the selections they worked on, nor had they read together before. Their festival director was Velma Powers.

There was a section for those interested in poetry writing, with an illuminating talk by Dr. Jewel Wurtzbaugh of the English Department of the University of Oklahoma.

The guest artist was Mrs. Alice Mansur Packard of West Medford, Massachusetts, a graduate of the Academy of Dramatic Art, New York City. Her program was entitled "The Constant Harvest" and consisted of readings from the poems of Sandburg, Kreymborg, Teasdale, Millay, MacLeish and others.

Wilma Grimes, instructor in speech, was the Faculty Chairman of the festival.

The UNIVERSITY OF SOUTH DAKOTA will hold its annual speech activities day April 20 with the University of Missouri as their guests.

The MICHIGAN INTERCOLLEGIATE SPEECH LEAGUE is again sponsoring a one-day Student Legislation Assembly in the State Capitol on May 13 of this year. The last one was held in November, 1942. The topic for the conference is "Taxation in Michigan. The forenoon will be given over to legislative committee sessions and the afternoon to the legislative assembly.

Special features are as follows: Governor G. Mennen Williams has tentatively promised to preside over the legislative session with Mr. Fred I. Chase, Secretary of the Senate, acting as Parliamentarian. Immediately after the noon luncheon, one hour and a half will be given over to a discussion of taxation by a panel of experts consisting of the state treasurer, the Michigan Commissioner of Revenue, etc.

The committee in charge of arrangements consists of Professor Emil Pfister, Central Michigan College of Education; Professor Westley Rowland of Alma College; and, Professor J. D. Menchhofer, Michigan State College, State Director of Discussion, Chairman of the Committee.

The twenty-second annual Iowa Play Production Festival will be held at the STATE UNIVERSITY OF IOWA in Iowa City from March 24 to April 1, 1950. Community players will participate March 24 and 25 and high schools, 27, 28, 29, 30, 31, and April 1.

The General Committee of the Iowa Play Festival cordially invites groups of players from Iowa high schools, little theatres, church groups, women's clubs and community organizations, participants in county contests, authors of new plays, and all others interested in writing and production of one-act plays to come to Iowa City for the Festival

The program includes demonstration and round table discussions of problems of acting, directing, staging, playwriting and the educational aspects of dramatic arts. Mr. Jack Hatfield, Manager-Director of the Civic Theatre of Indianapolis; Dorothy B. Magnus, Head of the Speech Department, Winona State Teachers College; and, Professor Lee Mitchell of Northwestern University, will act as judges.

The Speech and Hearing Conference at the University of Oklahoma has been set for April 19-20-21, at Norman, Oklahoma. This is the second such Conference, which is expected to become an annual affair. Primarily designed for parent-training, the conference objectives were expanded to include the interests of the speech correctionists and audiologists in the state who will be at the conference this year. Last year's speaker was Dr. Harold Westlake, Northwestern University. This year we will have a specialist from each of three areas: Dr. Wendell Johnson, State University of Iowa, stuttering and general semantics; Dr. James Curtis, State University of Iowa, voice and articulation; and Dr. Richard Silverman, Central Institute for the Deaf, audiology.

Here is another "first" for Oklahoma this year: speech correction will be included in the program of the University's annual Career Conference, to be held March 7-9. Miss Jayne Shover, Director of Cerebral Palsy Division and Consultant in Speech, Hearing, and Special Education, National Society for Crippled Children and Adults, Inc., will appear as the authority on vocational opportunities in the field of Speech correction and audiology.

Speech correction and audiology in Oklahoma made a big stride forward toward professional maturity this year when the state professional association was organized at the annual Speech Educators Conference at the University of Oklahoma, September 2-22, 1949; its name: The Speech Correction and Audiology Division of the Oklahoma Speech Association. A constitution has been drawn up which will be presented for adoption at the first official meeting of the association scheduled to be during the University's annual Speech and Hearing Conference, April 19-21. Dr. Carl Ritzman was elected presiding officer of the group. The Association's first project has been completed: a directory of speech correctionists, audiologists, and students in this field. Mr. Frank Summers, Instructor in Speech Correction, University of Oklahoma, compiled the directory. Number of names included in the directory is 55.

STATE OR REGIONAL SPEECH ASSOCIATION MEETINGS AND CONFERENCES

The Michigan Association of Teachers of Speech held its semi-annual meeting on the campus of Michigan State College in East Lansing, Saturday,

January 14th. The first semi-annual meeting of each year is held at Michigan State College; the second meeting of the year is held in connection with the School Masters Club, at the University of Michigan, Ann Arbor.

The following is a schedule for a sectional meeting at CSSC on April 15: "A Symposium on Ways and Means of Teaching Listening. Chairman, Ralph Nichols.

Individual Presentations

9:00- 9:12	John Irwin, "The audience analyzer as a teaching aid	(Minnsota)
9:12- 9:24	Charles Irvin, "Units of direct instruction"	(Mich. State)
9:24- 9:36	Betty Bebout, "Specific classroom exercises and assignments"	(Stephens)
9:36- 9:48	Ralph Nichols, "The listening-laboratory approach"	(Minnesota)

Open Forum

9:48-10:30 Persons attending this sectional will be urged to contribute by asking questions of preceding speakers or by giving suggestions of their own.

The Illinois Intercollegiate Oratorical Association sponsored the annual state contests in oratory and extempore speaking at Illinois Wesleyan University, Bloomington, Illinois, February 17-18. The officers of the association are: Professor Guy E. Oliver, North Central College, president; Dr. Paul Crawford, Northern Illinois State Teachers College, vice-president; Dr. Marie Brittin, Illinois Wesleyan University, treasurer and contest manager; and Darrel Piercall, also of Wesleyan, student-secretary.

Janet Smaltz, Director of the Mobile Speech and Hearing Clinic, and Earl Miller, speech correctionist at the University of North Dakota, recently collaborated on a series of lectures during a week's conference of county school superintendents.

An organizational meeting of a new association composed of all high school and college speech teachers in Indiana and those interested in the field was held in conjunction with the Indiana High School Debaters' Conference at Purdue University last December.

Mr. James McFadden of Central High School of Fort Wayne, who is a director of the Indiana State Teachers of Speech Association, served as chairman of the teachers' group initiating the plan to work toward a more effective speech teachers' organizations in the state. Plans for the full development of the organization are being made by the organization committee. W. H. Moore of Reitz High School, Evansville, is chairman of the permanent committee.

PERSONAL NOTES

Marie K. Mason, Assistant Professor of Speech at Ohio State University, died December 8, 1949 after an illness which forced her to ask leave of absence for the Autumn Quarter. During this time she completed a manual to

accompany her latest color films for teaching the deaf and hard of hearing by the Visual Hearing method, with the purpose of making the films available to all schools or organizations. Professor Mason was a member of the American Speech and Hearing Association, a charter member of the Ohio Association of Speech and Hearing Therapists and various other professional organizations.

St. Louis University: Dr. W. P. Sandford, Professor of Speech at the St. Louis University, has been granted a second-semester leave of absence to complete current writing projects and to serve as coach in public speaking and salesmanship for the state farm bureau organization of Iowa, Illinois, and Wisconsin. He will return for the St. Louis University summer session.

Completion of revisions on the Sandford-Yeager textbooks, *Principles of Effective Speaking* and *Practical Business Speaking,* is set for early in 1950. The revised editions will be out in time for the autumn semester. Dr. Sandford also has under way a new book on salesmanship. Publication date is tentatively set for early in 1951.

St. Paul Campus, University of Minnesota: Jack Burnstein, instructor in speech, has been added to the staff of the Division of Rhetoric.

Dr. James I. Brown will conduct a course titled "The teaching of the Communication Skills" at the University of Colorado this summer. He has accepted an appointment for the second summer-session term there.

Duluth Branch, University of Minnesota: All members of the staff were present at the convention of the Speech Association of America in Chicago. Robert F. Pierce presented a paper before a section of the American Speech and Hearing Association. Speech staff members were all newly appointed this year.

University of Denver: Dr. Keith Case, formerly in charge of the clinical services of the Basic Communication course at the University of Denver, has been made Coordinator of this course. He will succeed Dr. Louis Breternitz who will teach full time as a professor in the School of Education.

DePauw University: Professor Robert E. Williams is on sabbatical leave this semester. Dr. Harold T. Ross, Chairman of the Speech Department, will be on sabbatical leave during the fall semester.

Mr. Charles O. Aschmann has been appointed Instructor of Speech. He holds the A.B. degree from DePauw and the M.A. from Northwestern. Mr. Aschmann will teach interpretation, fundamentals and aid in directing plays.

Northern Illinois State Teachers College: Dr. W. V. O'Connell, Chairman of the Department of Speech at NISTC, acted as one of three judges in a state high school speech contest held in Terre Haute, Indiana, February 27 and 28 under the auspices of the State Teachers College. He was a speaker at the banquet held in connection with the contests.

State University of Iowa: Mrs. Helen Forest Lauterer, University of Oklahoma, will join the staff this summer to teach costuming.

McKenzie W. Buck, who spent the fall semester on in internship basis working with organic disorders of speech and doing research at the Veterans Administration Hospital, Knoxville, Iowa, has returned to continue work on his doctorate.

An article, "Time-Frightened Playwrights," by Associate Professor George Kernodle, was published in the autumn issue of the *American Scholar.*

One hundred ten persons attended the State University of Iowa's Alumni Luncheon at the Speech Association of America meeting at Chicago in December. Short speeches were delivered by Professor Horace G. Rahskopf, University of Washington, President of SAA; Professor Lester Thonssen, College of the City of New York, Editor of *Speech Monograph*; and Professor Edward C. Mabie, Head of the Department of Speech and Dramatic Art, State University of Iowa.

Seven candidates received advanced degrees at the February Convocation They include: Ray H. Sandefur, doctorate; William C. Molyneux, Lawrence McKune, Robert Twiggs, Florence Harmon, Robert Richey, and Sara Conlon, master of arts.

Wendell Johnson, Director of the Speech Clinic, participated in a conference on Special Education in the United States Office of Education in Washington, D.C. January 4-6. He attended as a representative of the American Speech and Hearing Association.

George Kernodle, Associate Professor of Speech and Drama, delivered the first in a series of lectures on religious patterns in modern literature at the Institute for Religious and Social Studies, New York, November 15. His paper, "Patterns of Belief in Modern Drama," together with others in the series, will be published by the Institute. On November 17, Professor Kernolde delivered a lecture, "As Our Playwrights See Us: Myths of the Modern Stage," at the University of Michigan, Ann Arbor.

Professor Orville A. Hitchcock attended a meeting of the Constituent Members of the American Council on Education in Washington, D.C., January 27 and 28. Professor Hitchcock together with Professors W. Norwood Brigance, Wabash College, and Wilbur E. Gilman, Queens College, attended as representatives of the Speech Association of America.

Ohio State University: Visiting lecturers for the Winter Quarter at Ohio State University were Professor James O'Neill and Professor Alice Streng. Professor Streng lectured February 17 on "Education of the Deaf." Professor O'Neill's lecture delivered February 21st was on "Speech Training In a Democracy."

Professor W. Hayes Yeager delivered the address at the dedication of the new speech building at Bowling Green State University, October 30.

Professors John H. McDowell and Charles J. McGaw have just published in *Speech Monographs* a "Bibliography of Theatre and Drama In American Colleges and Universities from 1937-1947."

Professor Charles McGaw attended a school for professional directors at Theatre Wing of the American National Theatre and Academy during the fall quarter.

University of Kansas: Kim Giffin, Assistant Professor of Speech is on leave of absence from the University of Kansas to work on his doctorate at

the State University of Iowa this spring semester.

University of Minnesota: During the past summer, Professor E. W. Ziebarth, Head of the Department of Speech, was a special foreign correspondent for the Columbia Broadcasting System, originating international affairs broadcasts from Oslo, Stockholm, Helsinki, Berlin, Paris, Rome, Copenhagen, London, and other world capitals.

Michigan State College: Paul D. Bagwell, Head of the Department of Written and Spoken English, Michigan State College, was granted a sabbatical year's leave of absence from July 1, 1948 to July 1, 1949, which permitted him to serve as President of the United States Junior Chamber of Commerce. In that capacity, he travelled approximately 175,000 miles, visited all 48 states, averaged better than five visitations in each. He appeared on 192 radio broadcasts for an approximate cumulative total of 92½ hours of radio time. He gave 326 speeches to United States Jaycee audiences of meetings arranged by Jaycees; 60% of these were broadcast. He spoke to representatives of 1250 different local organizations that were represented at the various meetings. In addition to the visitations in the states, he spent a week each in Hawaii and Alaska. In Hawaii he met with Jaycees and other civic clubs on the islands of Oahu, Kanaui, Manaui, and Hawaii. In Alaska he visited Anchorage, Fairbanks, Sitka, Juneau, Pork Chilkoot, Petersburg, and Catichakan. He also made five trips to Canada, two trips to Mexico and attended the annual Convention of the Cuban Junior Chamber of Commerce held in Havana.

Wabash College: Victor M. Powell, Director of Forensics at Wabash College, will be on leave of absence during 1950-1951 pursuing graduate work for the doctorate at the University of Missouri. During his absence, forensics at Wabash will be under the direction of William K. Clark, now in the graduate school of the University of Southern California.

Professor W. Norwood Brigance of Wabash College gave the annual address before teachers of speech, deans and university presidents of the Richmond Area University Center, on March 31. His subject was "Aristotle, Dr. Gallop, and American Elections." The Richmond Area is a project of the Rockefeller Foundation involving the University of Virginia, Hampton-Sydney, William and Mary, Randolph-Macon, and the University of Richmond. Leroy Cowperthwaite, formerly debate coach at the State University of Iowa, is now an Associate Professor of Speech at the University of Richmond and coordinator of speech work for the area project.

Waukegan Township High School: Mr. Richard J. Brett spent the summer in Holland studying political and economic trends in the University. Mrs. Wixom was enrolled at Northwestern University for advanced study in speech education and radio.

University of Oklahoma: Miss Mary Elizabeth Steen, formerly Supervisor of Clinical Training in the Speech Clinic of the University of Oklahoma at Norman, is now on the clinical staff of the University's Oklahoma City Speech and Hearing Cilnic at the Medical School.

Mr. Frank Summers, Instructor in Speech in the Department of Speech Correction at the University of Oklahoma, will leave the University in June to complete his work on a doctorate.

The Department of Speech, in collaboration with radio Station WNAD opened the second 18 week series of discussion programs under the title "Let's Talk it Over" on February 3 at 3:30 p.m. This show is an informal discussion program. Each week a different problem in committee discussion methods is discussed informally by experts drawn from the fields of education, psychology, sociology, anthropology, community service agencies, and local club groups from towns in Oklahoma. Topics such as the following are considered by the guest panel groups: "What is Group Problem-Solving?";"Who is the Leader in Your Committee?"; "Pre-Planning a Committee Meeting"; "Work Conference Planning"; "How an Observer Can Help a Committee"; "Dealing with Controversial Issues in Group Discussion"; etc.

As part of the discussion service, special one-day institutes are held for special service groups in the state who send representative to the campus. These groups meet on the campus for special training in committee mehtods and finish out the day's work with a recorded broadcast of their work.

The program of the broadcast and institute training is under the direction of John Keltner, Chairman of the National Discussion Foundation and Paul Fennington, special staff assistant in discussion.

St. Louis University: Station WEW of St. Louis University received first place for Commercial Radio Stations for the series entitled "Our Missouri Constitution," which was produced by the St. Louis Board of Education. Four of these eight programs were produced in cooperation with Miss Catherine Fleming of the Department of Speech and the students from her Radio Production classes. Station WEW received a further award for a program series produced in cooperation with the Board of Education, "Science for You."

State University of Iowa: Graduate students of the State University of Iowa have recently accepted the following positions:

Raymond S. Hill, Southwestern at Memphis, Tennessee.
Henry Lee, Head of Speech and Dramatics, Lincoln College, Lincoln, Ill.
Robert Richey, Tarkio College
Harold Hayes, University of Minnesota, Duluth Branch
Joseph Baldwin, University of Tennessee
George Goodrich, University of Boulder, Denver, Colorado
A. Sayre Harris, University of Maryland, College Park, Maryland
Burdet Johnston, Joliet High School, Joliet, Illinois
Charles Porterfield, Birmingham College, Birmingham, Alabama
Raymond Wilderman, Head of Speech, Wartburg College, Waverly, Iowa
John W. Paul, Phoenix College, Phoenix, Arizona
Jean Bains, Mary Hardin Baylor College, Beldon, Texas
Mary Riggs, Chairman and Head of Department of Speech and Drama, Monticello College, Alton, Illinois
Russell Lembke, Director of Interpretation and Radio, Central Michigan College, Mount Pleasant, Michigan
Ralph Smith, Buffalo State College, Buffalo, New York

DEBATE TOURNAMENT RESULTS

SIOUX FALLS COLLEGE INVITATIONAL DEBATE TOURNAMENT

March 4-5, 1949

LESLIE E. DAVIS, *Tournament Director*

SUPERIOR DEBATERS: :

Hallett, Dakota Wesleyan, (4.0); Hooker, Wayne, (3.8); Palmer, Northern, (3.5); Neary, Mankato, (3.5); Platt, S.D.S.C., (3.2); Hanson, S.D. S.C., (3.2).

EXCELLENT DEBATER: (3.0)

Bagley, Mankato; Fetterer, Mankato; Wright, Mankato; Eidsmore, Morningside; Price, Morningside; Davis, Morningside; Gesink, Morningside; Castle, Northern; Sampson, S.F.C.; Hoogestraat, S.F.C.; Modde, S.F.C.; Martins, S.D.S.C.; Stucke, S.D.S.C.; Hornbaker, Westmar; Shaw, Westmar.

RESULTS: *Oratory Women Division I*

First Place: Peggy LeVeque, Huron College
Second Place: Lillian DeBoer, Sioux Falls College

Oratory Women Division II

First Place: Beverly Marshall, Univ. of So. Dak.
Second Place: Beverly Hallett, Black Hills T. C.

Oratory Men Division I

First Place: Neal Sever, Univ. of S. Dak.
Second Place: Ron Wright, Mankato State T. C.

Oratory Men Division II

First Place: Royal Marty, Huron College
Second Place: James Harvey, Univ. of So. Dak.

RESULTS: *Radio Interviewing*

First Place: Denny O'Connor and Carol Quinn, Univ. of So. D.
Second Place: Behrens and Miller, Mankato State T. C.

GRAND WESTERN DEBATE TOURNAMENT

Northwestern University

February 11, 1950

GLEN MILLS, *Director of Forensics* JAMES H. MCBATH, *Coach, Varsity Men*

8—0	7—1
St. Olaf College	University of Kansas
(Championship, 285 points)	Luther College
Augustana College	Nebraska Wesleyan University
(Runner-up, 260 points)	Northwestern University
	(Varsity Men)
	College of St. Thomas

6–2

University of Cincinnati
Eastern Illinois State Teachers College
Eau Claire State Teachers College
University of Florida
Greenville College
Gustavus Adolphus College
Illinois State Normal University
University of Indiana
Iowa State Teachers College
Knox College
Northwestern University (Varsity Women)
Principia College
University of Wichita

5–3

Canisius College
Carleton College
Eureka College
State University of Iowa
Northern Illinois State Teachers College
Northwestern University (Junior Varsity)
University of Pittsburgh
Western Michigan College of Education

4–4

Albion College
Bowling Green State University
Bradley University
Calvin College
Georgetown University (Foreign Service School)
Kansas State College
Lake Forest College
Marquette University
Michigan State College
Mt. Mary College
St. Louis University
St. Mary's College
Upper Iowa University

3–5

Capital University
Carroll College
University of Chicago
Drake University
University of Dubuque
Goshen College
University of Illinois (Chicago)
Mundelein College
North Central College
Ripon College
St. Ambrose College
Wheaton College
Whitewater State Teachers College

2–6

Iowa State College
John Carroll University
Loyola University
Macalester College
Morningside College
Northern Michigan College of Education
Wabash College
Wayne University
Winona State Teachers College
Youngstown College

1–7

Cornell College
Grinnell College
Kalamazoo College
Manchester College
Milwaukee State Teachers College
College of St. Catherine
College of St. Francis

0–8

Illinois Wesleyan University

Affirmative wins: 141 Negative wins: 147

In this tournament 70 colleges and universities participated from 13 states and Washington D.C. A total of 288 debates participated in by 375 debaters and coaches (including 20 from Northwestern University).

DEPAUW DELTA SIGMA RHO DEBATE TOURNAMENT

FORREST ROSE, *Tournament Director*

February 18, 1950

	Affirmative	*Negative*	*Decisions Won*	*Total Speaker Ratings*
ANDERSON	L L L L	L L L L	0	132
BISHOP	L L L L	L W L L	1	144
BOWLING GREEN	L L W W	W W W L	5	171
CAPITAL	L W L W	L L L L	2	155
DEPAUW	L W W W	W W W L	6	198
EASTERN ILLINOIS	W L L L	W W L W	4	153
EUREKA	W L L W	W L L L	3	160
GOSHEN	L W L W	W L L L	3	158
GREENVILLE	L L L W	W W W W	5	171
ILLINOIS COLLEGE	L L W L	L W W L	3	180
INDIANA STATE	L W L W	W W W L	5	182
INDIANA UNIVERSITY	W W W W	W L W W	7	203
LAKE FOREST	L L W L	L L W L	2	168
MANCHESTER	W L L L	W L W L	3	143
NORTHWESTERN	W W W W	L L W W	6	204
OHIO STATE	W W W W	W W W L	7	200
PRINCIPIA	W W W W	W W W L	7	198
PURDUE	W L L W	L W L L	3	175
WABASH	L W W W	W W L W	6	190
WESTERN MICHIGAN	W L L W	L W L L	3	173
WHEATON	L L L W	L L W W	3	165

WINNERS OF INDIVIDUAL RATING MEDALS

Nancy Gossage.....NORTHWESTERN UNIVERSITY
John Berger.....OHIO STATE UNIVERSITY
Tom Yates.....INDIANA UNIVERSITY
Lou Fernandez.....BOWLING GREEN STATE UNIVERSITY
Howard Downs.....DEPAUW UNIVERSITY
Robert Merritt.....THE PRINCIPIA COLLEGE
Nancy Young.....THE PRINCIPIA COLLEGE

INDIANA STATE TEACHERS COLLEGE
SIXTH ANNUAL INTERCOLLEGIATE SPEECH TOURNAMENT

GEORGE MCCARTY, *Tournament Director*

February 24, 25, 1950

College	*Affirmative*	*Negative*	*Decisions Won*	*Totals Per Unit**
ANDERSON	W W L	W L L	3	390
BOWLING GREEN	L L W	L W W	3	411
BUTLER I	L L L	L L W	1	354
BUTLER II	W L L	W L L	2	342
DEPAUW I	W W W	W W W	6	444
DEPAUW II	L W L	L W L	2	397
EASTERN ILLINOIS I	L W W	L W L	3	410
EASTERN ILLINOIS II	W L L	L L L	1	380
EUREKA	L L W	W L W	3	380
GREENVILLE I	L W L	L W W	3	393
GREENVILLE II	W L W	W W W	5	432
INDIANA STATE	W L L	L W W	3	372
LAKE FOREST	W L L	W L L	2	382
MONMOUTH	L W W	W W W	5	421
NORTHWESTERN	L L W	W W W	4	428
PURDUE I	L W W	L L L	2	400
PURDUE II	W L L	W W W	4	375
SOUTHERN ILLINOIS I	W L L	W W L	3	458
SOUTHERN ILLINOIS II	L L W	L L L	1	351
ST. MARY	L L L	W W W	3	356
TEMPLE	W L L	L W W	3	373

*The Ballot used listed nine items of evaluation with a possible 1 to 5 for each. A Unit (two affirmative and two negative speakers) therefore had a possible total of 540 in three rounds.

In the final debate of the tournament between the highest ranking affirmative team, from Monmouth, College, and the highest ranking negative team from Greenville, a decision of 3 to 1 was given the negative.

GREAT LAKES AREA TOURNAMENT

DEBATE RESULTS

HAROLD MIKLE, *Tournament Director*

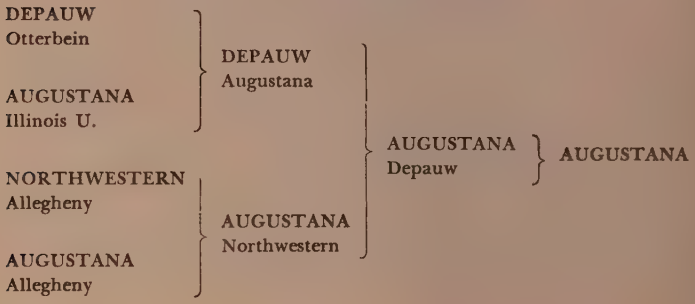
February 3, 4, 1950

School	*Rounds* 1 2 3 4 5 6	*School*	*Rounds* 1 2 3 4 5 6
DePauw — C	W W W W L L	Bowling Green — Y	W W W L W L
DePauw — Y	W W W W W L	Allegheny — C	W L W W W W
Wayne — C	W W W W L W	Allegheny — Y	W W W W W L
Wayne — Y	W L W L W L	Mt. Mercy — C	L W L W L W
Denison — C	W L W W W W	Mt. Mercy — Y	L L L W W L
Denison — Y	L L L L L L	Michigan Normal — C	L W W L L W
Georgetown — C	L W W W L L	Michigan Normal — Y	L L L L L L
Georgetown — Y	L L L L W L	Otterbein — C	W W W W L W
Northwestern — C	W W W W W W	Otterbein — Y	W L L L W W
Northwestern — Y	W W L W W L	St. Vincent — C	L L W W W L
Marquette — C	W W W W L W	St. Vincent — Y	L W L L L L
Marquette — Y	L L L L W W	Ball State — C	W L L W L L
Ohio University — C	L L W W W W	Ball State — Y	W L W L W L
Ohio University — Y	L L L L W L	Ohio State — C	W L W L L W
Murray — C	W W W W L W	Ohio State — Y	L W L L L L
Murray — Y	W L L L L L	Heidelberg — C	L W L L L W
Illinois — C	W W W W W W	Heidelberg — Y	L W L L W W
Illinois — Y	L W L L W L	Augustana — C	W W W W W W
Goshen — C	L L L W L L	Augustana — Y	W W W L W W
Goshen — Y	L L L L L W	Eureka — C	W W W W L L
Akron — C	W L L L L W	Eureka — Y	L L L L L L
Akron — Y	W L L L W L	Illinois, Chi. — C	W W W W L W
Pittsburgh — C	L L W L W W	Illinois, Chi. — Y	L L W W W W
Pittsburgh — Y	L W L L L L	Detroit Tech. — C	L L L L L L
Bowling Green — C	L W L W L W	Detroit Tech. — Y	L L L W W W

* * *

ELIMINATION SERIES

(Capital letters indicate the winner)



ORATORY

Benson-Denison	4-75	4-78	4-80	5-75	2-95	4-85
Brown-DePauw	1-100	3-86	2-95	3-85	1-95	1-95
Martin-Goshen	2-90	2-90	3-85	1-100	3-85	5-80
Jost-Marquette	3-85	1-100	1-100	1-100	3-80	2-89
Flattery-Otterbein	4-85	5-75	5-80	5-75	5-75	3-82
Niedenthal-Northwestern	3-88	1-100	3-90	1-100	1-100	1-100
McAlpine-St. Vincent	5-75	3-85	2-95	2-90	2-85	4-81
Goh-Bowling Green	1-100	2-90	1-100	3-90	1-100	1-100
Kechell-Ohio State	2-90	4-84	4-85	2-98	4-80	2-95
Matthews-Denison	1-100	3-90	1-100	2-90	2-90	4-75
Mitchell-St. Vincent	2-90	2-90	1-100	4-80	5-75	3-90
Chambers-Otterbein	3-85	4-80	2-94	3-88	3-85	2-82
Kawano-Ohio State	4-80	3-85	4-83	4-80	4-80	3-78
Kennel-Goshen	5-75	5-75	5-75	4-80	4-75	5-75

First	Goh	Bowling Green	
Second	Niedenthal	Northwestern	
Third	Brown	Depauw	
Fourth	Jost	Marquette	

RESULTS OF PURDUE NOVICE DEBATE MEET

WILLIAM C. KILGORE, *Director*

February 11, 1950

Bradley —	1A — LLWW	Earlham —	10A — WLWW		
	1N — WWWW		10N — LLWL		
Bowling Green —	2A — WLWW	Franklin —	11A — WLLL		
	3A — WWLW		12A — WWLL		
	2N — WWWL		13A — WLLL		
	3N — LWWW		11N — WWWL		
Central Michigan —	4A — WWLW		12N — WWWW		
	4N — WWWW		13N — LWLL		
Cincinnati —	5A — WLWW	Goshen —	14A — LWWL		
	5N — LLWW		15A — LLLW		
DePaul —	6A — LLWL		16A — LLLW		
	7A — WLWW		14N — LWLL		
	6N — LWLW		15N — LLLW		
	7N — LWWW		16N — LWWL		
DePauw —	8A — WWWW	Highland Park —	17A — WWWW		
	9A — WWWW		17N — LLLW		
	8N — WWLL	Illinois —	18A — WLWW		
	9N — LLLW	(Navy Pier)	18N — WWLW		

Indiana —	19A —	LLWL	Northwestern —	31A —	WLWW
	19N —	LWWW		30N —	WWWW
Lake Forest —	20A —	WLWL	Olivet —	32A —	WLLW
	21A —	LWWW		33A —	WWLL
	22A —	WLLL		31N —	Default
	20N —	WWWL		32N —	LWLL
	21N —	WWWL		33N —	Default
	22N —	LLLW	Purdue —	34A —	WLLL
Manchester —	23A —	WWLL		35A —	LLLL
	23N —	LWLW		36A —	LLWL
Marion —	24A —	WLLL		34N —	WWWW
	24N —	LLWW		35N —	LWLW
Monmouth —	25A —	LLLW		36N —	LLLL
	25N —	WWWL	South. Ill. Univ. —	37A —	WLLL
N.I.S.T.C. —	26A —	LWLL		37N —	LWLL
	27A —	WWWW	Wabash —	38A —	LWWW
	28A —	LWLL		38N —	LWWW
	29A —	LLWL	Western Ill. —	39A —	LLLL
	30A —	WLLW		40A —	LLLL
	26N —	WLWL		39N —	WLLL
	27N —	WLLW		40N —	WLLL
	28N —	WWWL	Xavier —	41A —	LWWL
	29N —	LWLL		41N —	WLWW

Wins

Affirmative	79
Negative	85

Undefeated Teams

Affirmative	4
Negative	5

EIGHTH ANNUAL BUCKEYE TOURNAMENT — 1950 RESULTS

Kent State University, Kent, Ohio

JAMES N. HOLM, *Tournament Director*

February 11, 1950

No.	School	*Affirmative Round* 1 2 3 4	*Negative Round* 1 2 3 4	Won	Lost	Pct.
1	Baldwin-Wallace "A"	L L W W	W W W L	5	3	.625
	Baldwin-Wallace "B"	L W L W	L W L L	3	5	.375
2	Westminister "A"	L L W L	W W W L	4	4	.500
	Westminister "B"	L L L W	W W L W	4	4	.500
3	Geneva "A"	L L L L	L L W L	1	7	.125
	Geneva "B"	L L W L	L L W L	2	6	.250
4	Michigan St. Normal College	W W L L	W W L L	4	4	.500
	Michigan St. Normal College	L W W L	L W W L	4	4	.500
5	Allegheny "A"	W W W W	W W L L	6	2	.750*
	Allegheny "B"	W L L W	W L L W	4	4	.500
6	Kent State University "A"	L L W W	W W W W	6	2	.750*
	Kent State University "B"	W W L L	W W W W	6	2	.750*
7	Ohio Stae "A"	W W W W	L L W W	6	2	.750*
	Ohio State "B"	W L W W	W L W L	5	3	.625
8	Oberlin	W W W W	L L W L	5	3	.625
9	Denison	X L L W	X L L L	1	5	
10	Akron	W W W W	W W W W	8	0	1.000†
11	Case	L L L L	W L L L	1	7	.125
12	Wooster	L W W L	W L W W	5	3	.625
13	Univ. of Pennsylvania	L W W W	W L L W	5	3	.625
14	Marietta	L L L L	L W L L	1	7	.125
15	Western Michigan	L L W W	W W W L	5	3	.625
16	Seton Hill	W L L L	L W L W	3	5	.325
17	Ohio Wesleyan	W W L L	W W W W	6	2	.750*
18	Xavier	L L L W	W L L L	2	6	.250
19	Western Reserve	L L L L	W W W W	4	4	.500
20	Mt. Mercy	L L W L	L L W L	2	6	.250
21	Heidelberg	W W W W	W W L W	7	1	.825‡
22	John Carroll	W L L L	L L L L	1	7	.125
23	Grove City	L W L W	L L W W	4	4	.500
24	Kenyon	L W L L	L W L L	2	6	.250
25	Muskingum	L W L W	W W W W	6	2	.750*
26	Slippery Rock	L L L L	W L L W	2	6	.250
27	Otterbein	W L L W	L W W W	5	3	.625

RANK — *Good ‡Excellent †Superior

UNIVERSITY OF NEBRASKA AND DISCUSSION CONFERENCE

DONALD O. OLSON, *Director*

February 24, 25, 1950

The University of Nebraska Debate and Discussion Conference was held in Lincoln, Nebraska, February 24 and 25, 1950. Fifty-four universities and colleges from ten states attended the conference. The conference included five rounds of debate, three rounds of discussion, and individual events, including extemporaneous speaking, original oratory, and radio newscasting. Three hundred sixty-five student participated in the conference.

SUPERIOR DEBATERS

The following people rated Superior in Debate out of 212 participating.

Anthony Downs	Carleton College
Bob Scott	Colorado State College of Education
Arthur Taylor	University of Colorado
James Herber	University of Colorado
Delwyn Nagengast	Creighton University
George Graham	Creighton University
Ronald Buell	University of Dubuque
Vernon Bergstrom	Gustavus Adolphus
Gilbert Pearlman	University of Iowa
Murray Kniffen	University of Iowa
Edward Diekman	University of Iowa
Milton Hauge	Luther College, Iowa
Ralph Scott	Luther College, Iowa
Eloise Paustian	University of Nebraska
Rod Lindwall	University of Nebraska
John Gradwohl	University of Nebraska
Warren Urbom	Nebraska Wesleyan University
Milton Krogh	Nebraska Wesleyan University
Paul Ess	Nebraska Wesleyan University
Tom Hughes	North Texas State College
Mike Earney	North Texas State College
Wallace Boling	North Texas State College
Owen Garriott	University of Oklahoma
Maurice Berger	University of Oklahoma
Eileen Wolfe	University of Omaha
Howard Cole	St. Olaf College
Waldo Johnson	St. Olaf College
Maurice Ormseth	St. Olaf College
Collin Bowen	Southeastern State College
Jack Carter	Southeastern State College
Robert Sellen	Washburn University
Wesley Otts	Washburn University
John Foote Briggs	Yankton College

Superior Ratings

The following people rated Superior in Discussion.

Robert Karan ..... Bethany College
Jim Ulum ..... Buena Vista College
Marlin Smith ..... Carleton College
Don Bruggenk ..... Central College, Ia.
Charles Grandy ..... Colorado A & M
Raymond Newlin ..... Colorado A & M
Bob Scott ..... Colorado State College
James Herber ..... University of Colorado
Art Taylor ..... University of Colorado
Lorraine Hill ..... Cornell College
Gib Eggen ..... Doane College
Charles Larsen ..... Doane College
Charles Johnson ..... Doane College
Bill Wall ..... Drake University
William Roberts ..... Gustavus Adolphus College
Dick Batt ..... Hastings College
Leonard Wilson ..... Hastings College
Samuel Goich ..... Illinois Wesleyan University
James Hirt ..... Iowa State College
Marshall Sclaraw ..... Iowa State College
Ed Diekmann ..... University of Iowa
Charles Thodt ..... University of Iowa
Murray Kniffen ..... University of Iowa
Roland Glens ..... Kansas State College
Jack Roberts ..... Kearney St. Teachers College
Joan Kelley ..... Loretto Heights College
Milton Hauge ..... Luther College, Iowa
Robert Jensen ..... Luther College, Iowa
Bob Shively ..... University of Nebraska
Natalie Samuelson ..... University of Nebraska
Eloise Paustian ..... University of Nebraska
Warren Wise ..... University of Nebraska
Paul Galter ..... University of Nebraska
Jack Solomon ..... University of Nebraska
Bill Parker ..... Nebraska Wesleyan University
Ward White ..... Nebraska Wesleyan University
Milton Krogh ..... Nebraska Wesleyan University
Paul Ess ..... Nebraska Wesleyan University
Kenneth Rogers ..... Nebraska Wesleyan University
Tom Hughes ..... North Texas State College
Owen Garriott ..... University of Oklahoma
Maurice Berger ..... University of Oklahoma
Fred Scheumann ..... University of Omaha
Howard Cole ..... St. Olaf College
Toddy Willy ..... University of South Dakota

Collin Bowen.....Southeastern State College, Oklahoma
Jack Carter.....Southeastern State College, Oklahoma
Jack Leehay.....Western State College, Colorado

Superior Debate Teams

Of 106 teams from 54 schools, the following Debate teams rated Superior.

Carleton College
Creighton University
University of Colorado
University of Iowa—two teams
Luther College, Iowa
University of Nebraska—two teams
Nebraska Wesleyan University
North Texas State College—two teams
University of Oklahoma
St. Olaf College—two teams
Southeastern State College, Oklahoma
Washburn University

Extemporaneous Speaking

Of 50 persons entered in Extemporaneous Speaking, the following persons received Superior ratings.

Jack Carter.....Southeastern State College, Oklahoma
George Graham.....Creighton University
Eloise Paustian.....University of Nebraska
Robert Schlicter.....Midland College
Robert Scott.....Colorado State College of Education
Jack Solomon.....University of Nebraska
Warren Urbom.....Nebraska Wesleyan University
Don Zarecon.....McCook Junior College

Original Oratory

Of 32 persons entered in Original Oratory, the following persons received Superior ratings.

Don Chang.....University of Nebraska
Howard Cole.....St. Olaf College
Jeanette Harrison.....Kearney State Teachers College
George Ann Hicks.....University of Oklahoma
Robert Jackson.....Gustavus Adolphus College
Mary Helen Kennedy.....William Jewell College
Dick Nesmith.....Nebraska Wesleyan University
Janice Schneiter.....Macalester College

Radio Newscasting

Of 41 persons entered in Radio Newscasting, the following persons received Superior ratings.

Bob Askey.....University of Nebraska
Ethyl Buckley.....Loretto Heights College
Jack Carter.....Southeastern State College, Oklahoma
Norman Paach.....University of Omaha

STATE UNIVERSITY OF IOWA TOURNAMENT

MERRILL T. BAKER, *Tournament Director*

Summary of the results of an Intercollegiate Forensic Conference held on the campus of the State University of Iowa, March 3-4, 1950. We do not announce a Conference champion, nor do we emphasize the number of wins and losses for any particular school. We do, however, attempt to give recognition for excellence of performance in speaking events.

Superior Debate Teams:

Abilene Christian College (neg.), Iowa University II (aff.)

Excellent Debate Teams:

Augustana College (aff.), Augustana College (neg.), Bradley University (aff.), Knox College (neg.), Abilene Christian College (aff.), Iowa State Teachers College (aff.), Colorado University (aff.), Upper Iowa University (neg.) and Knox College (aff.).

Superior Discussants:

Ben Crane, University of Iowa; Stanley Bechtel, University of Iowa; Austin Colony, Iowa State College; Walter Petring, Iowa State College; Beverly Starika, University of Colorado; James Ulum, Buena Vista College; Clair Abbott, Buena Vista College; Vincent Miller, Bradley University; Bill Ebert, University of Iowa.

Excellent Discussants:

Courtland Peterson, University of Colorado; George Kersey, University of Colorado; Glenn Groenewold, University of Colorado; Edison Davis, Simpson College; Scott Krane, Simpson College; Norman Cleary, Iowa State College; Douglas Burris, Bradley University; William Yates, Bradley University; Graydon Hanson, Buena Vista College; Brian Connell, Drake University; Calvin Hinkleman, Drake University; Dick Davidson, Drake University; William Metzger, University of Illinois (Chicago); Noran Davis, Simpson College; Robert Lines, University of Iowa; George Shapiro, University of Iowa; Richard Turney, University of Iowa; Robert Thomas, University of Iowa; James McKinney, University of Iowa; John Bunce, University of Iowa; Robert Vollmar, University of Iowa.

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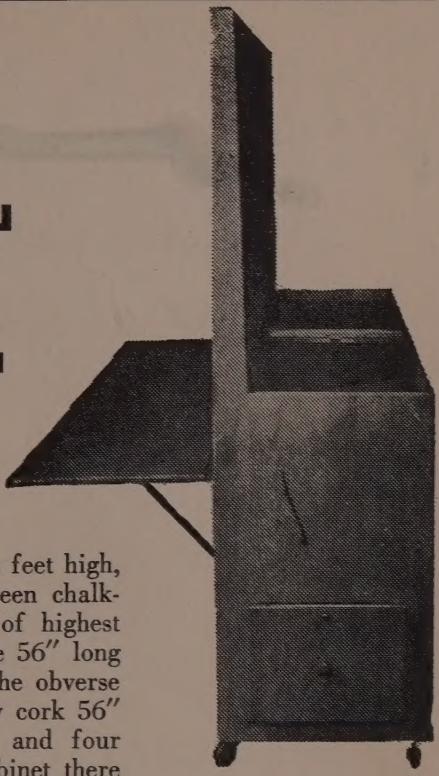

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